



**BRANDMAN**  
University Chapman University  
System

## School of Arts & Sciences Course Syllabus

**Course Number/Title/Credits:** ENGU-104: Writing About Literature

**Catalog Course Description:** English 104 develops a student's critical thinking, reading, and writing skills as they apply to the analysis of fiction, poetry, drama, and creative non-fiction. The readings for the course reflect the diversity of writers and perspectives. Through a variety of essays, students will demonstrate their understanding of a variety of literary devices and their ability to write persuasively about literature. Not only will students improve their ability to analyze and write about literature, but they will also increase their understanding of the world and its people.

### **LEARNING OUTCOMES and ASSESSMENT:**

Learning Outcomes are statements that specify what learners will know, understand, or be able to demonstrate at the end of a learning experience.

Types of Learning Outcomes include:

- ✓ Course Learning Outcome – Result of finishing a course.
- ✓ Program Learning Outcome – Result of finishing a program.
- ✓ Institutional Learning Outcome – Result of finishing a degree at an institution, reflecting the core learning values and experiences of all graduates.

A Signature Assignment is an assignment used to measure a student's mastery of a program or institutional learning outcome. If a course you are taking includes a Signature Assignment, it will be clearly marked (\*\*SIGNATURE ASSIGNMENT\*\*).

Access the following link(s) for information on the Program Learning Outcomes (PLOs) and Curriculum Map related to this course:

[Click here for Program Learning Outcomes \(PLOs\)](#)

Access the following link(s) for information on the Institutional Learning Outcomes (ILOs) and Curriculum Map related to this course:

[Click here for Institutional Learning Outcomes \(ILO\)](#)

**Prerequisites:** ENGU 103

**Restrictions:** None

**Essential Equipment and Facilities:** By the end of the first week of class, students must have the ability to access MyBrandman, the Blackboard portal to their class site, and other key locations necessary to meet course requirements. Individual browser preferences vary, and, at times, some work with Blackboard better than others. Therefore, if you try one browser, such as Firefox, and you have difficulty, try another browser, such as Internet Explorer. Since versions of Microsoft Office vary, students who do not use the most recent version may need the free conversion software available via the Microsoft.com website. Java is also required for courses. Students who do not have Java may download it for free at java.com.

Last Revision Date: 5/31/2019

**Academic Integrity:** As a learning community of scholars, Brandman University emphasizes the ethical responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work. Academic dishonesty of any kind will not be tolerated. Violations of academic integrity include, but are not limited to, cheating, plagiarism, or misrepresentation of information in oral or written form. Plagiarism means presenting someone else's idea or writing as if it were your own. If you use someone else's idea or writing, be sure the source is clearly documented. Further information may be found in the *Brandman University Catalog* available under Academic Resources in MyBrandman.

**Americans with Disabilities Act Statement:** According to the Americans with Disabilities Act (ADA) of 1990, an individual with disability is defined as having functional limitations resulting from a diagnosed disability and applies to an individual who has a physical or mental impairment that substantially limits one or more of the individual's major life activities; has a record of such an impairment; or is regarded as having such an impairment. In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that may impair or impact their ability to successfully complete assignments, tasks or satisfy course criteria are requested to notify their Advisor or Campus Director in order to understand how to apply for Student Disability Services. If and when the student is granted formal approval by the Director of ADA Services, both the student and professor will be notified. It is highly suggested that the student contact their professor to discuss the accommodations during the first week of the session. The granting of accommodations will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

**University Policies:** Students are responsible for complying with university policies including, but not limited to: incompletes, course drops, and student conduct. Information may be found in the *Brandman University Catalog* available under Academic Resources in MyBrandman.

**Required Texts:**

Branagh, Kenneth, Dir. *Much Ado About Nothing*, 1993. (Available through Leatherby Library, public libraries, and instant stream/Amazon: [http://www.amazon.com/Much-About-Nothing-Kenneth-Branagh/dp/B000IZVYZC/ref=sr\\_1\\_2?ie=UTF8&qid=1437083930&sr=8-2&keywords=branagh+much+ado](http://www.amazon.com/Much-About-Nothing-Kenneth-Branagh/dp/B000IZVYZC/ref=sr_1_2?ie=UTF8&qid=1437083930&sr=8-2&keywords=branagh+much+ado))

Shakespeare, William. *Much Ado About Nothing*, 2015. Folger Shakespeare Library. Washington Square Press (Simon & Schuster).  
ISBN: 978-0743482752

Wilson, August. *Gem of the Ocean*, 2006. Theatre Communications Group  
ISBN: 978-1559362801

**Texts are available at the Brandman Online Bookstore:** See "Bookstore" under Academic Resources in MyBrandman.

**Online Brandman Library Resources:** Click on red "Library" button in Blackboard.

**Course Learning Objectives:**

**By the end of the course, students should be able to:**

1. Identify figurative language such as connotation, parody, and satire in literary texts.
2. Articulate the influence culture, historical, social, or psychological context plays in how to read and understand literature.
3. Analyze short stories for plot, setting, characterization, theme, and point of view.
4. Examine poetry for imagery, diction, tone, speaker, language, and structure.
5. Examine plays for character development, dramatic structure, and performance.
6. Compose essays which analyze works of short fiction, poetry, and drama, including a critical research essay of at least 2000 words using MLA format.

Last Revision Date: 5/31/2019

**Major Study Units:**

1. The Writing Process
2. Fiction
3. Poetry
4. Drama
5. Analyzing literature
6. Literary Research

**Instructional Strategies:** This class includes readings, textual and video instruction, exercises, discussions, and essays. Instructional Strategies may be further explained in the course Blackboard site.

**Attendance Policy:**

Requirements for students' attendance and participation will be defined by each instructor based on the following policy:

- Monday of the first week is considered the first day of class for online and blended instruction. This includes instruction for fully online classes and online instruction supporting blended classes.
- Regular onsite attendance is expected for student success. If a student misses more than one onsite class or one week of engagement in an online class, the student may, at the discretion of the instructor, fail the course. Students are expected to attend all classes, particularly the first night of class.
- Students should consider withdrawing from a course if they will be absent more than once. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation. Students enrolled in blended courses must attend at least one class during the first two weeks of classes.
- If a student misses a portion (e.g., arriving late or leaving early) of an onsite course, the student's grade may be adversely affected. Students who are not in attendance for at least 75 percent of any scheduled class may be considered absent for that class. Students should discuss missing portions of a class with their instructor to determine how their grade may be affected.
- Regular online attendance/participation and engagement is expected for student success in both fully online and blended courses. Online participation is evident through posting to a discussion board, blog, completing assignments including journal entries, or taking quizzes and exams.
- Schools and programs may have different attendance policies. Refer to school and program specific information for additional attendance policies.

**Letter Grade/Percentage Equivalents:**

<b>Grade Point System</b> (Rounded up at .5 and up)			
A = 94%-100%	B = 84%-86%	C = 74%-76%	D = 64%-66%
A- = 90%-93%	B- = 80%-83%	C- = 70%-73%	D- = 60%-63%
B+ = 87%-89%	C+ = 77%-79%	D+ = 67%-69%	F=59% and below

## Methods of Evaluation for Determining Grades:

### Assignment Detail for Online and Blended course:

Assignments for Blended course - Refer to Rubric(s) in Course Information on Blackboard	Possible Points
<p><b>Diagnostic Essay:</b> Students will complete and submit an essay to College Success by the end of the first week. (You will write to a provided prompt and will not be required to do any outside research). This essay will be evaluated immediately, but it will not receive a course grade, nor will it affect your final average. It is simply a method for your instructor to get to know your writing. Should your diagnostic be scored below a 4, you may be asked to work with the Online Writing Community (an opportunity all students should explore!)</p>	<b>50 points total</b>
<p><b>Discussion Board Participation:</b></p> <p><b>Important! Each week, unless otherwise noted, you must post your answers to the reading prompt(s) no later than Thursdays at 11:59pm. You will then have until Sundays at 11:59pm</b> to complete your responses to <b>at least</b> two other students. Unless otherwise noted, each of your responses should be at least 150 words in length (if there is more than one question, it is 150 words total for the post, not per question). Read the discussion board rubric in Course Information for details.</p> <p><b>Blended classes may work on an alternative schedule to accommodate class meetings. Check with your instructor for details on due dates.</b></p> <p>As this class will combine both presentation of material and discussion, students are expected to participate—joining in discussions and raising questions. Discussion is one of the best ways to clarify your understanding and to test conclusions. Open discussion always involves personal exposure, and thus the taking of risks; your ideas may not be the same as your fellow students or even the instructor's. Yet as long as your points are honest and supportable, they will be respected by all of us in the classroom. Questions, discussion, disagreement, and laughter are all encouraged in this class; ridicule, hostility, and intolerance are never tolerated. Your grade shall be based <i>both</i> on the quality and frequency of your online discussions and responses to others.</p>	<b>150 points total</b>  (includes in-text citation assignment points)
<p><b>Essay Drafts (3):</b> Drafts for each of the three literary analysis essays (fiction, poetry, and final research essay), submitted in Blackboard (after you have used CorrectEnglish to revise minor errors) before deadline and in <i>complete</i>, though rough, form. Pass/Fail.</p>	3 Essay Drafts x 50 points= <b>150 points</b>
<p><b>Essays (2):</b> Students will write two literary analysis essays in this course that do not require the use of secondary sources: Fiction and Poetry. Topics will be developed from the list of themes provided (see the Literary Analysis assignment sheet in Course Information) or selected in consultation with the instructor. Essays must be at least 1,000 words in length, typed (12-point Times New Roman), and double-spaced. Essays should be free of errors in mechanics, grammar, usage, spelling, and documentation, and will be evaluated according to a rubric provided for these papers (this rubric is available in Course Information).</p>	2 Essays x 125 points = <b>250 points</b>

<p><b>Final Reflection Essay:</b> At the end of this course, each student will write a reflection essay that speaks to why we study literature. You will select a quotation on the subject and explicate it (a list is provided, but you may use your own). No additional research will be expected. This essay should be at least 750 words in length.</p>	<p><b>100 points</b></p>
<p><b>Topic Proposal (20 points):</b> Before beginning the research essay assignment, students will develop and submit a clear, well-written explanation of the topic chosen from the list provided and the reason for selection. This proposal should include a preliminary idea of the plan of the paper, its intention or working thesis statement, and a general idea of how it will be organized. This may change as your class discusses the play—that’s fine. There is a form for the proposal posted in the course.</p> <p><b>Works Cited Page (20 points):</b> Students will develop and submit a Works Cited in correct MLA format for the research essay assignment, with at least two secondary sources (in addition to any primary sources used). Sources should be selected from the Leatherby Library, the library’s online databases, or instructor-approved websites. If you find that the sources used in this assignment need to be changed for the final essay, you may make those changes provided they adhere to the rules above.</p> <p><b>In-Text Citation Assignment (10 points):</b></p> <p>Students will select one paragraph from their list of sources and demonstrate a block quote (long quotation), an integrated quote (a short quotation) both using in-text citation, and a summary.</p> <p><b>Final Literary Research Essay (250 points):</b> Students will complete an argumentative (persuasive) research essay of at 1,500-2,000 words, using one of the plays we read at the end of the course (<i>look at the assignment guidelines early in the term</i>). All sources should be correctly documented in MLA style citation for both in-text citations and the works cited page. This is a <b>signature assignment.</b> **</p>	<p><b>300 points</b></p>
	<p><b>Total: 1000 points</b></p>

**Class by Class Outline for Fully Online and Blended course:**

**Class by Class Outline:**

Week	Assignments
<p><b>Week 1</b> Fiction, Analyzing literature</p>	<p><b>Readings/Preparation:</b></p> <ol style="list-style-type: none"> <li>1. Sharon James McGee’s <i>Analyzing Literature: A Guide for Students</i>, “Thinking about the Genre,” “Strategies for Reading a Work of Literature,” and “Terms” (page 1 to the top of 7).</li> <li>2. Alice Walker, “Everyday Use”: <a href="http://intensiveenglish1.weebly.com/uploads/1/3/0/4/13041485/everyday_use_full-text.pdf">http://intensiveenglish1.weebly.com/uploads/1/3/0/4/13041485/everyday_use_full-text.pdf</a></li> <li>3. “An Essay on ‘Everyday Use’” (excerpt). Located in Week One: “Additional Resources”</li> </ol>

	<p><b>Graded Work Due This Week:</b></p> <ol style="list-style-type: none"> <li>1. Write an introduction in the Introductions discussion folder and respond to and welcome at least two other students in the class.</li> <li>2. Complete other assigned discussion prompts; respond to a minimum of two student posts in each folder.</li> <li>3. Complete diagnostic essay in College Success <b>no later than Sunday at 11:59pm.</b></li> </ol>
<p><b>Week 2</b></p> <p>Fiction, The Writing Process Literary Research, Analyzing literature</p>	<p><b>Readings/Preparation:</b></p> <ol style="list-style-type: none"> <li>1. Read the Research Essay assignment instructions, which are located in the Course Information area under “Literary Research Essay.” Begin to consider possible topics.</li> <li>2. Sharon James McGee’s <i>Analyzing Literature: A Guide for Students</i>, “Cultural and Historical Perspectives,” “Other Perspectives for Analyzing Literature,” “Planning” (23-28). [<b>Note:</b> You may find the exercises helpful, but they are not required].</li> <li>3. William Faulkner’s “Barn Burning”: <a href="http://english.hyde.wikispaces.net/file/view/Barn%20Burning%20by%20William%20Faulkner.pdf">http://english.hyde.wikispaces.net/file/view/Barn%20Burning%20by%20William%20Faulkner.pdf</a></li> <li>4. Ernest Hemingway’s “Hills Like White Elephants” (.pdf) Located in “Week Two: Additional Resources.”</li> </ol> <p><b>Graded Work Due This Week:</b></p> <ol style="list-style-type: none"> <li>1. Complete assigned discussion prompts; respond to a minimum of two student posts in each folder.</li> <li>2. Submit draft of Fiction Essay in Blackboard (after you have used CorrectEnglish to revise minor errors) <b>no later than Thursday night at 11:59pm.</b></li> <li>3. Submit <b>In-Text Citation exercise</b> to Assignment Dropbox <b>no later than Sunday night at 11:59pm.</b></li> </ol> <p>*Drafts are due on Thursday evenings so that your instructor will have time to read them and make comments to guide your revisions. CorrectEnglish feedback is immediate, but will not comment on the strength of your argument—your instructor will offer comments on your draft for this and other higher-order issues as long as your essay is submitted on time.</p>
<p><b>Week 3</b></p> <p>Poetry, The Writing Process Literary Research, Analyzing literature</p>	<p><b>Readings/Preparation:</b></p> <ol style="list-style-type: none"> <li>1. Sharon James McGee’s <i>Analyzing Literature: A Guide for Students</i> “Citing Poetry” (29-31).</li> <li>2. Robert Frost’s “Home Burial” <a href="http://www.poetryfoundation.org/poem/238120">http://www.poetryfoundation.org/poem/238120</a></li> <li>3. Emily Dickinson’s “Some Keep the Sabbath” <a href="https://www.themorgan.org/exhibitions/online/emily-dickinson/22">https://www.themorgan.org/exhibitions/online/emily-dickinson/22</a></li> </ol> <p><b>Graded Work Due This Week:</b></p> <ol style="list-style-type: none"> <li>1. Submit your Research Paper Topic Proposal for approval <b>no later than Thursday at 11:59 pm.</b> The topic proposal should be submitted to the assignment drop box on Blackboard.</li> <li>2. Submit your final Fiction Essay to the assignment drop box in <b>Blackboard no later than Sunday at 11:59pm.</b></li> <li>3. Complete assigned discussion prompts; respond to a minimum of two student posts in each folder.</li> </ol>

<p><b>Week 4</b></p> <p>Poetry, The Writing Process, Literary Research, Analyzing Literature</p>	<p><b>Readings/Preparation:</b></p> <ol style="list-style-type: none"> <li>1. View “Getting Started With Your Research for ENGU 104”: <a href="http://www.screencast.com/t/1X5QjlsEz1f">http://www.screencast.com/t/1X5QjlsEz1f</a> (16 minutes)</li> <li>2. Using the Leatherby Library databases: (<a href="http://www1.chapman.edu/library/centers/index.html">http://www1.chapman.edu/library/centers/index.html</a>), begin to locate and read reviews, critical essays, and other materials for the research paper. Begin to compile your Works Cited assignment that is due at the end of Week 5</li> <li>3. Sharon James McGee’s <i>Analyzing Literature: A Guide for Students</i>: “Revising” (32-33).</li> <li>4. Lord Alfred Tennyson: “The Charge of the Light Brigade”: <a href="https://www.theguardian.com/books/booksblog/2014/jan/20/poem-of-the-week-charge-light-brigade-tennyson">https://www.theguardian.com/books/booksblog/2014/jan/20/poem-of-the-week-charge-light-brigade-tennyson</a></li> <li>5. Ezra Pound’s “In a Station of the Metro” <a href="http://www.poets.org/viewmedia.php/prmMID/19705">http://www.poets.org/viewmedia.php/prmMID/19705</a></li> <li>6. Billy Collins’ “On Turning Ten”: <a href="http://www.poemhunter.com/poem/on-turning-ten/">http://www.poemhunter.com/poem/on-turning-ten/</a></li> </ol> <p><b>Graded Work Due This Week:</b></p> <ol style="list-style-type: none"> <li>1. Complete assigned discussion prompts; respond to a minimum of two student posts in each folder.</li> <li>2. Submit draft of Poetry Essay in Blackboard (after you have used CorrectEnglish to revise minor errors) <b>no later than Thursday at 11:59pm.</b></li> </ol>
<p><b>Week 5</b></p> <p>Poetry, Literary Research, Analyzing literature</p>	<p><b>Readings/Preparation:</b></p> <ol style="list-style-type: none"> <li>1. UNC Writing Center’s “What is Drama?”</li> <li>2. Introduction to <i>Much Ado About Nothing</i></li> <li>3. 3</li> <li>3. William Shakespeare’s <i>Much Ado About Nothing</i>, Acts 1-3</li> <li>4. View: Kenneth Branagh/Emma Thompson film version of <i>Much Ado</i> (1993)</li> </ol> <p><b>Graded Work Due This Week:</b></p> <ol style="list-style-type: none"> <li>1. Complete assigned discussion prompts; respond to a minimum of two student posts in each folder.</li> <li>2. Submit the Research Paper: Works Cited to the drop box <b>no later than Sunday at 11:59pm.</b></li> <li>3. Submit the Research Paper: Topic Proposal to the drop box <b>no later than Sunday at 11:59pm.</b></li> <li>3. Submit the Poetry Essay Final to the assignment drop box <b>no later than Sunday at 11:59pm.</b></li> </ol>
<p><b>Week 6</b></p> <p>Drama, The Writing Process, Literary Research, Analyzing literature</p>	<p><b>Readings/Preparation:</b></p> <ol style="list-style-type: none"> <li>1. William Shakespeare, <i>Much Ado About Nothing</i>, Acts 4-5</li> <li>2. Continue work on Literary Analysis Research Essay.</li> <li>3. Complete viewing of Branagh/Thompson film <i>Much Ado</i> (1993)</li> </ol> <p><b>Graded Work Due This Week:</b></p> <ol style="list-style-type: none"> <li>1. Complete assigned discussion prompts; respond to a minimum of two student posts.</li> </ol>
<p><b>Week 7</b></p>	<p><b>Readings/Preparation:</b></p> <ol style="list-style-type: none"> <li>1. August Wilson, <i>Gem of the Ocean</i></li> </ol>

<p>Drama, The Writing Process, Literary Research, Analyzing literature</p>	<p>2. Complete draft of Literary Analysis Research Essay using the “Literary Analysis Research Essay” assignment located in the Course Information section of your site. Ask any questions you may have of the instructor.</p> <p>3. Continue work on Literary Analysis Research Essay.</p> <p>4. Review instructions for the “Reflection Essay” available in the Course Information area of your site.</p> <p><b>Graded Work Due This Week:</b></p> <p>1. Complete assigned discussion prompts; respond to a minimum of two student posts.</p> <p>2. Submit draft of Literary Analysis Research Essay in Blackboard (after you have used CorrectEnglish to revise minor errors) <b>no later than Thursday at 11:59pm.</b></p> <p>Please note that the Final Literary Research Essay assignment is due on <b>Thursday of Week 8.</b></p>
<p><b>Week 8</b></p> <p>The Writing Process, Literary Research, Analyzing Literature</p>	<p><b>Readings/Preparation:</b></p> <p>1. Revise draft of Final Literary Research Essay; write Reflection Essay.</p> <p>2. No additional readings</p> <p><b>Graded Work Due This Week:</b></p> <p>1. Complete assigned reflection discussion prompt; respond to a minimum of two student posts. (This discussion is meant to give you a jump start on your reflection essay, but it does carry additional points).</p> <p>2. Submit your completed Literary Research Essay to the assignment drop box <b>no later than Sunday at 11:59pm. **Signature Assignment</b></p> <p>3. Submit your completed Reflection Essay: “Why Study Literature?” to the drop box <b>no later than Sunday at 11:59pm.</b></p>