"Without literature, life is hell.”
--Charles Bukowski

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Email: bonnie.spears@chaffey.edu
Office Hours in Office BEB-214: T/Th 9:30-10:00am, T 12:00-12:30pm
Office Hours Online*: TWTh 7:00-8:15 p.m.

*During online office hours, I will be responding to email and discussion board questions. You will receive a response that same evening, usually within half an hour of submitting your question. Outside of online office hours, email and discussion board questions will receive a response within 48 hours (typically much sooner, especially during the weekdays :-). 

PREREQUISITE:
English 1A or equivalent with a minimum grade of C

TEXTBOOK:

STUDENT LEARNING OUTCOMES:
-- Identify the major elements of prose, poetry, and drama
-- Analyze literary works from diverse authors, places, and times.
-- Support an interpretation using textual evidence

COURSE DESCRIPTION:
This course introduces representative works from major genres, develops students’ close reading and analytical writing skills, and promotes appreciation and critical understanding of the cultural, historical, and aesthetic qualities of literature. The course introduces the central literary genres: novel, short story, poem, and play. Close reading of the literature guides inexperienced readers toward greater understanding and appreciation of imaginative literature and provides more experienced readers with new perspectives through the analysis of the techniques and purposes of specific writers. Students are taught how to organize and compose the literary essay.
COURSE OBJECTIVES:
Upon completion of the course, students should be able to

- Read a variety of texts actively and critically.
- Identify key elements of major genres in order to analyze and interpret texts.
- Define common literary terms and apply them to the analysis of specific texts.
- Select and apply the appropriate critical skills and rhetoric of practical criticism to a work of literature.
- Compose formal written analyses of texts that demonstrate appropriate academic discourse and the conventions of literary analysis.
- Research appropriate primary and secondary sources and apply documentation skills without plagiarism.
- Distinguish between criteria used to define literature which offers enduring satisfaction and literature of an ephemeral nature.
- Justify his/her interest in literature to others, both orally and in writing.
- Determine the influence of various literary types of traditions upon one another and upon the societies from which they developed.
- Develop an appreciation of literature which will make future and advanced study more enjoyable and rewarding.
- Plan, organize, and write a literary essay.

ASSIGNMENTS:
Class assignments will require at least six hours of outside preparation per week. Assignments will consist of various writing assignments as well as readings, discussions, presentations, group projects, exercises, quizzes, tests, and a final examination. Weekly reading assignments should be completed before beginning the assignments and activities for each week. Some writing assignments may be revised for an improved grade. All essays and tests must be turned in for a student to receive a passing grade.

ATTENDANCE POLICY:
This is a fully online class. Since this class is an online writing/learning community, attendance and participation expectations are high. You are expected to participate fully in online activities and assignments, to engage regularly in online discussions, to submit drafts and final versions of your work on time, to participate actively and regularly in the group projects, to respond to my e-mail messages asking for updates on your progress with your work, and to respond to your group members' email and posts. Logging into the class Moodle site less than twice a week constitutes an absence. Failing to complete at least two assigned discussion board posts a week also constitutes an absence. Failing to login to the site and failing to participate in online activities will have a significant negative impact on your course grade.
DISCUSSION BOARD:
Links to the Discussion Board are located in the Course Tools menu on the left side of the class home page as well as within each week's assignment page. Your login information for the Discussion Board is as follows:

- **Username:** the first part of your Panther email (up to the @ sign :-)
  EXAMPLE: John Smith's Panther email is jsmith9999@panther.chaffey.edu. His username would be jsmith9999.
- **Password:** student
  Note: This password can be changed after you access the Discussion Board.

NOTE: If you experience any difficulty logging in to the Discussion Board, please contact me for assistance at bonnie.spears@chaffey.edu.

HELPDESK:
For assistance with your Moodle course, please visit the Distance Education Help page (http://libguides.chaffey.edu/distance_ed). Contact the Distance Education Office at 909-652-6975. Help desk assistance is available Monday through Thursday, 8:00 a.m. to 7:00 p.m., and Friday, 8:00 a.m. to 4:00 p.m. You can also email the HelpDesk at OnlineEd@chaffey.edu.

LATE WORK:
All written work is due by the assigned date and time. Midweek assignments are due Wednesday by midnight; end of the week assignments are due Sunday by midnight. Late posts, responses, exercises, quizzes, and other individual or group activities will be NOT be accepted and will NOT receive credit. Essays will be accepted up to one week late, but each late essay will be penalized 5% of the essay’s score for each Sunday/Wednesday deadline it is late. For example, if an essay is due on Sunday and you turn it in on Monday, Tuesday or Wednesday, 5% will be deducted from the essay’s score. If the essay is turned in on Thursday, Friday, Saturday, or the following Sunday, 10% will be deducted from the essay’s score. Similarly, if an essay is due on Wednesday and you turn it in on Thursday, Friday, Saturday, or Sunday, 5% will be deducted from the essay’s score. If the essay is turned in on Monday, Tuesday, or the following Wednesday, 10% will be deducted from the essay’s score. Late essays will not be accepted more than one week after their due date.

PLAGIARISM:
Violations of the Student Academic Integrity Code, including plagiarism, will not be tolerated in Chaffey College English courses. Plagiarism is defined as the misrepresentation of the published ideas or words of another as one’s own. At the discretion of the professor, plagiarism or other violations may result in zero points for the assignment and/or failing the course. Additionally, the professor may file a Student Academic Integrity Form documenting the violation and may seek other sanctions. The complete Student Academic Integrity Code appears in the Chaffey College Student Handbook.
POSSIBLE POINTS AND GRADING POLICY*:

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Points</th>
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<tbody>
<tr>
<td>Essays (2 @ 100 points each)</td>
<td>200 ______</td>
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<tr>
<td>Tests (3 @ 50 points each)</td>
<td>150</td>
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<tr>
<td>Misc. Exercises, Quizzes, and Group Work (5+ points each)</td>
<td>70 ______</td>
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<tr>
<td>Forum Posts/Responses (5 points per each assigned post)</td>
<td>170 ______</td>
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*Instructor may change/add/subtract points during the semester. Online grade reports will be updated at least every other week during the semester beginning in Week 2.

All assignments will count toward the final grade in the course, and I will make every effort to apply the same grading standards throughout the semester. I will, however, take into account any significant improvements in your writing when figuring the final grade for the course. Each student's work will be evaluated independently, not on the basis of a curve. Grades will be based on a total accumulation of points according to a standard scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>97-100%</td>
<td>A+</td>
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<tr>
<td>93-96%</td>
<td>A</td>
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<tr>
<td>90-92%</td>
<td>A</td>
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<td>87-89%</td>
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<td>0-59</td>
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TUTORING:
If you find your progress impeded by problems with mechanics, it may help to investigate the tutoring services offered by the Language Success Center located in BEB-101 (909-652-6907/652-6820) and by Smarthinking online at [https://services.smarthinking.com/login/login.php](https://services.smarthinking.com/login/login.php):
Username: MoodleUserName.Chaffey (ms1234567.chaffey)
Password: Birthdate (mmdyy)

Remember too that I am available if you are having trouble with an assignment, a concept, an essay, a reading selection, etc. Please feel free to stop by my office on campus during office hours or to post questions to the Q&A area of the Discussion Board any time.
SELECTED CHAFFEY COLLEGE RESOURCES

ASCC / STUDENT ACTIVITIES SCHOLARSHIPS
The Associated Students of Chaffey College (ASCC) and the Office of Student Activities award $100,000 or more in scholarships to Chaffey students each year. Visit www.chaffey.edu/stuactiv/scholarship or call 652-6590 for details.

BOOKSTORE/CAMPUS STORE
The non-profit Chaffey Bookstore offers students all their required materials including textbooks (new, used, rental, and digital), school supplies, study aids, and more at competitive prices. They also offer a price comparison tool on their website (books.chaffey.edu) the shows the bookstore’s price for books compared to their major competitors. Store locations on each campus offer daytime and evening hours during the week plus services on select Saturdays. Cash, credit, debit, and most types of financial aid are accepted. SNAP/EBT cards are also accepted at the Panther Express on the Rancho Campus.

CALWORKS
The CalWORKs Program at Chaffey College assists students who receive cash aid and are required to participate in Welfare-to-Work/GAIN programs. Students must be either enrolled or plan to enroll in an academic program at Chaffey College and must be receiving cash aid for themselves as well as for their child/children. We provide educational planning services to students and collaborate with the San Bernardino County Transitional Assistance Department (TAD), Los Angeles County Department of Public Social Services (DPSS), and Riverside County DPSS to help students meet their Welfare-to-Work/GAIN requirements. Students meet with a counselor for completion of required documents (Individual Education Plans, training verifications for child care approval, attendance, progress reports, book requests, etc.) as well as for regular progress checks. CalWORKs counselors trained in Welfare-to-Work legislative requirements meet with each student individually to address barriers to academic success and provide resources and referrals as appropriate.

CAREER CENTER
The Career Center helps Chaffey College students find meaningful careers. The program offers career counseling, career assessments, résumé assistance, interviewing skills preparation, job referrals, student employment, and career related workshops. The Career Center is located on the Rancho Cucamonga Campus in MACC-203. Please call (909) 652-6511 for more information.

COUNSELING DEPARTMENT
The Counseling Department provides career, academic, and personal counseling to assist students in successfully completing their educational goals. Services include orientation, assessment, comprehensive educational planning, graduation applications, external transcript evaluations and prerequisite verifications, educational planning workshops, college success and career exploration courses, specialized programs such as AMAN/AWOMAN, Puente, and Opening Doors to Excellence. The department is located in the lower north lobby of the Student Services Administration building. Counseling services are also provided at the Chino and
DISABILITY PROGRAMS AND SERVICES
Disability Programs and Services, or DPS, serves an estimated 1500 students across all Chaffey campuses. DPS serves students with physical, learning, and psychological/psychiatric disabilities by providing accommodations based on the type of disability and verifying documentation. Services include academic counseling, disability related counseling and referral for community resources, test accommodations, tram services, adapted computer lab, assistive technology training, assessment, and equipment loan. For more information, please contact DPS at (909) 652-6379.

EOPS & CARE
Extended Opportunity Programs and Services (EOPS) is designed to ensure student retention and success through academic support and financial assistance for eligible students. Cooperative Agencies Resources for Education (CARE) is a program that serves a limited number of EOPS students who are single heads of household parents. It provides additional support services beyond those available through EOPS. The ultimate goal is completion of a certificate program, an associate degree, and/or transfer to a four-year college. For more information, call (909) 652-6345.

FACULTY ADVISORS
Faculty Advisors provide the opportunity for students to obtain valuable major and career information regarding their chosen field of study. Faculty Advisors are located in various locations across Chaffey College’s campuses. Visit the program’s Web site at www.chaffey.edu/faculty_advisor/.

FOUNDATION SCHOLARSHIPS
The mission of the Chaffey College Foundation is that no individual be denied an education at Chaffey College due to a lack of financial resources. Essential to this mission is the wide array of scholarship opportunities available to Chaffey College students. All Chaffey College students may qualify for Foundation scholarships. Criteria may be based on GPA, major, or units registered. Citizenship is not a requirement to qualify for Foundation scholarships. To apply for a Foundation Scholarship, visit www.chaffey.edu/scholarships to access the scholarship application link. You will be directed to the electronic application form. The link is active August 7, 2017 for the fall 2017 semester and January 8, 2018 for the spring 2018 semester. Complete the application entirely on the directed link and submit electronically. Check your panther email two to three weeks after the application deadline for award notification.

GPS CENTERS
The Guiding Panthers to Success centers provide new and returning Chaffey College students with assistance in registration, unit load planning, using MyChaffeyView, using campus resources, making an Abbreviated Education Plan (first year course recommendations). Visit the GPS center to check progress on academic goals using Degree Audit. Many services are provided on a walk-in basis. Please call a GPS center for more information.

Rancho GPS: VSS # 111.  Chino GPS: CHMB 240  Fontana GPS: FNFC 121
GRAD GURU APP
Want to succeed at Chaffey? Download the free GradGuru app ([www.gradguru.org](http://www.gradguru.org)) for important reminders and tips that will help you achieve your goals. Information on deadlines, campus events, and college resources is right at your fingertips. Earn electronic badges to motivate you and redeem rewards! Get it on Google Play or download at the Apple App Store.

HONORS PROGRAM
Honors Program provides an intellectual and cultural community for students at Chaffey College. Program benefits include smaller classes, creative and challenging coursework, academic enrichment activities, and scholarships. Students also have opportunities to present research at scholarly conferences, build social responsibility through community service, and receive ongoing personalized academic advisement as well as support during the transfer process. Students who complete the Honors Program may take advantage of our transfer agreements with prestigious institutions like UCLA. Visit [www.chaffey.edu/honors](http://www.chaffey.edu/honors) or SSA-122 for more information and admission requirements.

ONE BOOK, ONE COLLEGE
![The Book of Unknown Americans](image)
The One Book, One College Committee strives to create a community of readers across the curriculum at Chaffey College and within the communities it serves. Each year, the committee selects a college book and creates a diverse series of related events. Students are encouraged to participate in these activities to enrich their educational experience at Chaffey. This year's college book is *The Book of Unknown Americans* by Christina Hernandez.

[www.chaffey.edu/collegebook/index.shtml](http://www.chaffey.edu/collegebook/index.shtml)

SMARTTHINKING
Smarthinking is an academic online tutoring service for students taking online or hybrid classes at Chaffey College. Smarthinking offers students on-demand support from tutors in over 25 subjects, including English. A link to Smarthinking ([services.smarthinking.com/login/login.php](http://services.smarthinking.com/login/login.php)) is available on your Moodle homepage as well as our class homepage. Login information is noted below:

Username: MoodleUsername.Chaffey (ms1234567.chaffey)
Password: Birthdate (mmddyy)

STUDENT HEALTH SERVICES
Student Health Services is dedicated to assisting students to achieve and maintain optimum physical, mental and emotional health. We are committed to providing quality healthcare at a reasonable cost. All currently enrolled full and part time Chaffey College students on the Rancho Cucamonga Campus or any off campus site may utilize the services of the Student Health Office. Please have your Chaffey ID ready.
SUCCESS CENTERS
The Success Centers offer free tutorials, workshops, learning groups, directed learning activities, and computer/resources access to assist students in their academic development and success. These are free services for students. One-on-one tutoring is also available if you would like to get feedback on your writing. Tutors are happy to help you with writing assignments for any of your classes (not just English!). Call the centers or consult the college website at www.chaffey.edu/success/ for more information.

Chino Campus
Multidisciplinary Success Center: 909-652-8150 (CHMB-145)

Fontana Campus
Multidisciplinary Success Center: 909-652-7408 (FNFC-122)

Rancho Campus
Language Success Center: 909-652-6907/652-6820 (BEB-101)
Math Success Center: 909-652-6452 (Math-121)
Multidisciplinary Success Center: 909-652-6932 (Library)

A current Chaffey College photo ID card is required for all Success Center services. Walk-ins are welcome, and advanced appointments are available for most services. Call the centers or consult the center Web site for more information. Make your online appointments at chaffey.mywconline.com/

TRANSFER CENTER
Transfer Center assists you in successfully transferring from Chaffey College to a university. The Transfer Center and the Transfer Center website provide information useful in researching transfer options and reaching your transfer goals. You can also access scholarship information through the Transfer Center. Check out their website www.chaffey.edu/transfer/ or visit the center in SSA-120. You can also call (909) 652-6233 for more information.

VETERANS RESOURCE CENTER
Veterans Resource Center (VRC) is dedicated to assisting veterans and eligible family members in achieving their educational goals efficiently and without impediments. If you are a veteran or eligible family member, please contact the Veterans Resource Center at (909) 652-6235 or vrc.staff@chaffey.edu for information regarding educational benefits and opportunities. The Veterans Resource Center (VRC) is located in AD-125 on Chaffey College’s Rancho Cucamonga campus.

WIGNALL MUSEUM OF CONTEMPORARY ART
The Wignall Museum serves as a learning lab featuring temporary exhibitions of innovative contemporary art throughout the year. Exhibitions and programming are organized with our students in mind in order to augment their academic experience by complementing the college’s curricula and broadening the understanding of contemporary art. Our exhibitions allow visitors to see and experience a variety of contemporary artistic practices that examine timely and relevant topics. www.chaffey.edu/wignall/exhibitions.shtml
English 1C Overview of Reading Assignments and Due Dates
(with lots of allusions and puns: Literature should be fun!)

Note: Reading assignments should be completed before beginning the assignments and activities for each week. Writing assignments will include not only the listed essays and tests, but also a variety of forum posts, group activities, and smaller writing exercises as well as an occasional chat session. Chapter numbers refer to Literature to Go. Specific assignments and activities will be listed weekly on Moodle ☺.

A Tentative Schedule of Topics for Discussion and Assignments*

Week 1  
**A Crazy Little Thing Called Lit** or "Literature is my Utopia."
(OR "Literature is one vast hypocrisy, a giant deception, a treachery.")

*What is literature? Why should we read it?*

Week 2  
**Shot from a Canon** (Readings from Chapter 1** & Chapter 2)
or "Can(n)on to the right of them,/Can(n)on to the left of them."
(Apologies, Alfred.)

*Whose stuff gets read and why?*
*Close Reading:* Engage!
*Discussion/Interpretation:* Say anything--within reason.

Weeks 3-7  
**Leaving Normal** (Readings from Ch. 2-11 and Ch. 29-30)
or "[F]iction is like a spider's web, attached ever so lightly perhaps, but still attached to life at all four corners." (OR "The alchemy of fiction is an act of embalming.")

*Reading Short Fiction:* "What can you say about a 25-year-old girl who died?"
*Writing the Literary Essay:* Do the write thing.

DUE: Essay 1 and Test 1

Weeks 8-13  
**The Beat Goes On** (Readings from Ch. 12-23 and Ch. 31)
or "What's that smell in the kitchen?" "The unpleasant acrid smell of burned poetry. . ."

*Reading Poetry:* "They had no poet and they died!"
*Writing the Literary Essay:* Don't know much about explication--yet.

DUE: Essay 2 and Test 2
Weeks 14-16  **Desperately Seeking Drama** (Readings from Ch. 24-27)
or "All the world's a stage,/and all the men and women merely players."

*Reading Drama:* Same as it ever was.
*Writing the Literary Essay:* Make it so.

DUE: Test 3

Week 17  **Play It (Again), Sam**
or How I Learned to Stop Worrying and Love Literature

DUE: Optional Essay Revision

*Schedule subject to change.
**Specific reading assignments will be made weekly on the class Moodle site. A list of readings for each genre will also be provided on the class site.
***Essay assignments will be made at least two weeks before the due date. Tests will be given at the end of our study of each genre.

**ACKNOWLEDGMENTS:**

Helen Keller  Antonin Artaud
Humphrey Bogart  Erich Segal
Quaker Oats  Anais Nin
Logan Smith  Spike Lee
Hershey's  Alfred, Lord Tennyson
Virginia Woolf  Alexander Pope
Michelle Pfeiffer  Talking Heads
Captain Jean-Luc Picard  Christine Lahti
William Shakespeare  P.G. Wodehouse
Sam Cooke  Evan Spears
Marge Piercy  California Milk Promotion Board
Sonny and Cher  Madonna
Michael Smith  And others accidentally omitted . . .
Specific Reading Assignments*

Reading Assignments for Week One

- Kate Chopin, "The Story of an Hour," 15-16

Reading Assignments for Week Two

- Introduction, 1-7; Reading Fiction, 13-14
- Explorations/Formulas, 23-28
- Karen Van Der Zee, from A Secret Sorrow, 29-37
- Gail Godwin, "A Sorrowful Woman," 38-42
- Close Reading/Annotating, pp. 855-857

Reading Assignments for Week Three

- Plot, 4-46
- Edgar Rice Burroughs, from Tarzan of the Apes, 46-52
- William Faulkner, "A Rose for Emily," 54-62
- Andre Dubus, "Killings," 62-76
- Character, 77-81
- Setting, 127-128

Reading Assignments for Week Four

- Point of View, 145-149
- Symbolism, 170-172
- Toni Cade Bambara, "The Lesson" **
- Colette, "The Hand"

Reading Assignments for Week Five

- Theme, 190-193
- Style, Tone, and Irony, 213-216
- Raymond Carver, "Popular Mechanics," 216-218
- Dagoberto Gilb, "Love in L.A.," 267-269
- Sandra Cisneros, "Barbie-Q"
- Katherine Mansfield, "Miss Brill"

Reading Assignments for Week Six

- Reading and Writing, 855-867
- Writing about Fiction, 868-871
Reading Assignments for Week Seven

- Thomas Jefferson, "On the Dangers of Reading Fiction"
- Lydia Davis, "Letter to a Funeral Parlor"
- Taking Essay Exams

Reading Assignments for Week Eight

- Reading Poetry, 323-331, 334-345
  Pay special attention to the following poems:
- Parker, "Snapping Beans," 324-325
- Hayden, "Those Winter Sundays," 325
- Updike, "Dog's Death," 326-327
- Morgan, "Mountain Graveyard," 336
- Cummings, "l(a," 337
- Farries, "Magic of Love," 343-344
- Nims, "Love Poem," 344
- Piercy, "The Secretary Chant"

Reading Assignments for Week Nine

- Word Choice, Word Order, and Tone, 353-360
- Images, 379-383
- Figures of Speech, 394-403
  Pay special attention to the following poems:
- Machan, "Hazel Tells LaVerne," 359-360
- Slavitt, "Titanic," 371
- Brooks, "We Real Cool," 375
- Owen, "Dulce et Decorum Est," 389-390
  Additional poems for Week 9:
- Bishop, "The Fish"
- Cummings, "She Being Brand"
- Fainlight, "Flower Feet"
- Irwin, "Icicles"
- Plath, "Mirror"
- Plath, "Metaphors"
- Roethke, "Root Cellar"
- Simon, "Dulce et Decorum Est (after Wilfred Owen)"

Reading Assignments for Week Ten

- Symbol, Allegory, and Irony, 411-419
- Sounds, 429-437
- Patterns of Rhythm, 445-453
  Pay special attention to the following poems:
- Carroll, "Jabberwocky," 437-438
• Chasin, "The Word Plum," 443-444
  Additional poems for Week 10:
  • Angelou, "Africa"
  • Blake, "The Sick Rose"
  • Hilberry, "The Frying Pan"
  • Kinnell, "Blackberry Eating"
  • Meinke, "Miss Arbuckle"
  • Parker, "One Perfect Rose"
  • Poe, "Annabel Lee"
  • Roethke, "My Papa's Waltz"

Reading Assignments for Week Eleven

• Poetic Forms, 461-482
• Open Form, 483-486
  Pay special attention to the following poems:
  • Wordsworth, "The World Is Too Much with Us," 466
  • Shakespeare, "Shall I compare thee to a summer's day," 467
  • Shakespeare, "My mistress' eyes are nothing like the sun," 467-468
  • Thomas, "Do not go gentle into that good night," 470-471
  • Basho, "Under cherry trees," 475
  Additional poems for Week 11:
  • Bishop, "Sestina"
  • Hirsch, "At Kresge's Diner"
  • Knight, "Eastern Guard Tower"
  • Kooser, "Anniversary"
  • Kooser, "Beer Bottle"
  • Meinke, "Atomic Pantoum"
  • Moore, "The Fish"
  • Roethke, "The Waking"
  • Wilbur, "Junk"

Reading Assignment for Week Twelve

• Eliot, "The Love Song of J. Alfred Prufrock," 537-541
• Reading and Writing, 855-867 (review)
• Writing about Poetry, 876-879
• A Sample Student Explication, 887-890

Reading Assignment for Week Thirteen

• Jenkins, “The Prose Poem”
• McKuen, “Thoughts on Capital Punishment”
• Stafford, “Traveling through the Dark”
Reading Assignments for Week Fourteen

- Reading Drama, 563-564
- Glaspell, *Trifles*, 564-577
- Elements of Drama, 577-580
- Drama in Popular Forms, 588
- David, *Seinfeld*, 589-600

Reading Assignments for Week Fifteen

- Writing about Drama, 891-893
- Conventions of Greek Drama, 601-605
- Tragedy, 605-607
- Sophocles, *Oedipus*, 608-648

Reading Assignments for Week Sixteen

- Modern Drama, 751-754
- Ibsen, *A Doll House*, 755-811

Reading Assignments for Week Seventeen

- Review

*All page numbers refer to *Literature to Go*, 3rd edition. Additional readings may be assigned. Schedule subject to change.

**Reading assignments without page numbers are available on Moodle in the Readings and Resources/Handouts area.
GRADING STANDARDS

A Paper: An A paper is excellent in nearly all respects. It is well argued and well organized with a clear thesis. It is well developed with content that is specific, interesting, appropriate, and convincing. It has logical and artful transitions. It is marked by stylistic finesse and varied sentence structures. It has few, if any, mechanical, grammatical, spelling, or diction errors. It demonstrates command of a mature, unpretentious diction.

B Paper: A B paper shares most characteristics of an A paper but may have some minor lapses in organization and development. It may contain some sentence structures that are ineffective. It may have minor mechanical, grammatical, or diction problems. It may be less distinguished in its use of language.

C Paper: A C paper is generally competent, but compared to a B paper, it may have a weaker thesis and less effective development. It may contain some lapses in organization. It may have poor or awkward transitions. It may have less varied sentence structures that tend toward monotony. It may have more mechanical, grammatical, and diction problems. It is likely to be less distinguished in its handling of the topic.

D Paper: A D paper most likely presents a thesis too vague or too obvious to be developed effectively. It displays organizational problems. It lacks adequate support for its thesis. It has confusing or nonexistent transitions. It has ungrammatical or poorly constructed sentences. It demonstrates problems with spelling, punctuation, diction, or syntax which impede understanding.

F Paper: An F paper is seriously flawed. It is likely to have no clear thesis or central topic. It displays random organization. It lacks adequate support or specific development. It include irrelevant details. It fail to fulfill the assignment or be unduly brief. It contain major and repeated errors in diction, syntax, grammar, punctuation, or spelling.