



Syllabus

Rationale:

Course Description:

Course Outline:

- Course Learning Objectives Assessed:**

- Student demonstrates objective skills in literary analysis.
- Student uses appropriate terminology and conventions in literary analysis.

Course Competencies:

The learning outcomes and competencies detailed in this syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Competency Project for this course.

Student can:

- follow directions given for assignments and tests
- demonstrate responsibility through regular class attendance, preparation, and completion of assignments within the deadline period
- participate in group communication activities
- demonstrate respect for others in class discussion
- read, understand, and analyze literature
- interpret each assigned literary work, and substantiate his/her viewpoint based on the text
- understand and utilize literary terminology
- demonstrate basic essay writing skills

Methods of Instruction:

Class discussion, lecture, films, and student presentations

Methods of Evaluation:

1. Three exams (100 points each test) = 30% of grade
2. Three literary analysis essays (100 points each essay) = 30% of grade
Note: All essays must be typed in MLA form. If this style is unfamiliar, please visit with your instructor before your first essay is due.
3. Participation, quizzes/warm-up writings, and other assignments, including one brief class presentation = 40% of grade

90-100 points	= A
80- 89 points	= B
70- 79 points	= C
60- 69 points	= D
59 & below	=F

Assignment Policy:

1. Assigned reading needs to be completed **before** the class period if you plan to pass quizzes and actively participate in discussion.
2. A thesis statement will be required for each essay, prior to the essay's due date.
3. Essays should be written specifically for this class:
 - a. Do not submit essays you've written for another class, whether high school or college. If they don't meet the assignment, they will either be returned ungraded or receive a poor score.
 - b. **There is no excuse for turning in someone else's work as your own; this is plagiarism, and it will result in severe consequences.**
4. All papers are expected to be turned in on time—**the beginning of class on the due date (unless otherwise specified)**. You may submit essays via email. Emailed essays sent after the class period will be considered late. Technical issues will be your responsibility to resolve. (*Invest in a jump drive and back up everything. Also, keep paper copies. Don't run the risk of losing a major paper!)
 - a. If you are unable to turn in an essay by the deadline, you must attach one NQA (no questions asked) coupon for each class day the assignment is late. You are allowed one

week's worth of late essays for the semester. **No late essay will be accepted without the required number of coupons attached (See 4b).** Save your coupons for emergencies! Don't lose them! If, at the semester's end, you have turned in all essays when due, you will receive 20 extra credit points for turning all coupons back in to the instructor. ***Note: NQA coupons expire at 5:00 p.m. on the last day of classes for the semester (December 11). No essays will be accepted after this time.**

b. Beyond the week's worth of NQA coupons, late essays will only be accepted in **extreme** cases, such as severe illness or emergency. In these instances, your instructor must be contacted before she has graded and returned essays to your class. Without this contact, no arrangements will be made. Satisfactory verification of the emergency will be required for your instructor to grade an essay under these circumstances.

5. Class presentation will be given on the day assigned.

Test Policy:

1. Quizzes are unannounced and may not be made up, regardless of circumstances.
2. Tests will only be given during scheduled times unless:
 - a. prior arrangements are made with the instructor because of a legitimate conflict **or**
 - b. a true emergency has arisen that the instructor can easily verify.

Attendance Policy:

Remember that you will be evaluated on your level of participation in class discussion; therefore, it is essential that you attend class. If you miss class, it is your responsibility to find out the assignment and be prepared for the next class session. Excessive absences (more than 1/3 of classes) at the mid-term point of the semester may result in the instructor dropping you from the course.

Use of electronic devices (cell phones, games, music, etc.) is prohibited in this classroom, unless specifically cleared with your instructor. Anyone who chooses to ignore this policy and, in the process, distracts others may have equipment confiscated or may be removed from this class.

Academic Integrity Policy:

Colby Community College defines academic integrity as learning that leads to the development of knowledge and/or skills without any form of cheating or plagiarism. This learning requires respect for Colby's institutional values of quality, service and integrity. All Colby Community College students, faculty, staff, and administrators are responsible for upholding academic integrity.

Cheating is giving, receiving, or using unauthorized help on individual and group academic exercises such as papers, quizzes, tests, and presentations through any delivery system in any learning environment, altering academic documents, including records, with or without the use of personal and college electronic devices.

Plagiarism is representing or turning in someone else's work without proper citation of the source. This includes unacknowledged paraphrase, quotation, or complete use of someone else's work in any form. It also includes citing work that is not used and taking credit for a group project without contributing to it. The following procedure will be used for students who violate the policy:

- First Offense—Student will receive a zero for the assignment and the student will be reported to the Dean of Academic Affairs.
- Second Offense—The student will be reported to the Dean of Academic Affairs and removed from the class.
- Third Offense—The student will be reported to the Dean of Academic Affairs and dismissed from

the college.

Any questions about this policy may be referred to the Dean of Academic Affairs.

Assessment Policy:

Colby Community College assesses student learning at several levels: general education, program, and course. The goal of these assessment activities is to improve student learning. As a student in this course, you will participate in various assessment activities. An example of your work, a paper, some test questions, a presentation, or other work may be selected for assessment. This process will not affect your grade, will not require you do additional work and your evaluation will be confidentially handled. Results of these activities will be used to improve teaching and learning at Colby Community College.

Syllabus Information Disclaimer:

I reserve the right to change any information contained in this document, when necessary, with adequate notice given to the student. Notice shall be given in the classroom during class. No other notice is required. It is the students' responsibility to stay current with any changes, modifications, adjustments or amendments that are made to this document.

Accommodations for Students with Disabilities:

According to the Americans with Disabilities Act, it is the responsibility of each student with a disability to notify the college of his/her disability and to request accommodation. If a member of the class has a documented learning disability or a physical disability and needs special accommodations, he/she should contact Student Support Services, which is located in the Student Union.

Equipment:

Chalk/marker board

TV and DVD/VCR

Overhead projector and ELMO

Bibliography:

Aristotle's Poetics. Trans. S.H. Butcher, New York: Hill and Wang, 1961.

Edward, Dr. Clifford. "Approaches to Literature." Fort Hays State University. Summer session 1989.

Holman, C. Hugh and William Harmon. *A Handbook to Literature*. 5th ed. New York: Macmillan, 1986.

Litzinger, Boyd and Joyce Carol Oates. *Story*. Lexington, MA: Heath, 1985.

Perkins, David. *English Romantic Writers*. San Diego: Harcourt Brace, 1967.

Roberts, Edgar V. and Henry E. Jacobs. *Literature: An Introduction to Reading and Writing*. 3rd ed. Englewood Cliffs, NJ: Prentice, 1992.

Schakel, Peter, and Jack Ridl. *Resources for Teaching Approaching Literature*. 2nd ed. Boston: Bedford/St. Martin's, 2008.