



COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the course to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Participate in and complete the online orientation prior to your first online course.
2. Obtain the required course materials prior to the course start date.
3. Login and participate in your course a minimum of three times per week.
4. Complete all assignments to the best of your ability.
5. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.
6. If you have any technical difficulties, you must contact the Office of Distance Education immediately at ubonline@bridgeport.edu.

If you cannot perform these six expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.

UNIVERSITY OF BRIDGEPORT

Course No. & Title: ENGL 252 DL2, Women in Literature

Semester and Term: Summer 2014

Day and Dates: 7/7/2014 – 8/23/2014

Time: online

Campus Location: Distance Learning

Course Description: The course examines the stereotypes, myths and realities involved in the way women are viewed by male and female authors. Authors include D.H. Lawrence, Ibsen, Kate Chopin, Virginia Woolf, Edith Wharton.

Prerequisite Course: ENGL 101

Course Code: HUM, LA

Instructor & contact information: Paul Rosenberg

Email: prosenbe@bridgeport.edu

Required Textbooks:

- *Literature, The Human Experience, 11th ed., by Richard Abcarian, Marvin Klotz, and Samuel Cohen. Bedford/St. Martin's, 2013. ISBN 978-1-4576-0429-4*
- *The Sun Also Rises by Ernest Hemingway, (any edition) available at libraries and bookstores, including amazon.com.*

To order textbooks, go to the bookstore website at <http://bridgeport.textbooktech.com/>

Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

Learning Outcomes:

Upon completion of this course the student should be able to:

- Articulate a vision of women in literature as seen through the eyes of the authors studied in the course
- Demonstrate an understanding of traditions and themes in literature with special emphasis on how women are viewed by male and female authors

- Demonstrate an understanding of the basic elements of literature, including plot, character, theme, symbolism, irony, and setting
- Write about literature in a meaningful, thoughtful way, carefully examining the intent of the authors as well as the interpretations made by readers

First Assignment Prior to the First Class:

Read “Girl” by Jamaica Kincaid on pg.103 and then write a three paragraph reaction to the story. Some of the things you might consider for this short essay could be the following: How are women portrayed in the story? Is the depiction of women fair? Describe the relationship between the two women in the story. Is this a good relationship? Discuss any other aspect of the story that you feel is important to understanding the author’s intention and the theme of the story. (This assignment is worth 5% of the final grade.)

% of Points Earned	Letter Grade	% of Points Earned	Letter Grade
100-94	A	76-74	C
93-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	Below 60	F

Office Hours: Email at any time, online “live” office hours and phone conference by appointment. My cell phone number is 860.309.9832.

Biography: I earned a Bachelor of Arts degree in English from Trinity College in Hartford, Connecticut and a Master of Arts degree in English from Central Connecticut State University in New Britain, Connecticut.

After many years as a freelance writer and many more years in corporate communications, primarily with Better Brands, Inc. and International Multifoods, I served as Associate Dean & Director of Distance Learning at Post University in Waterbury, Connecticut, from 2001 to 2005. From 2005 – 2007 I served as Director of Academic Services, and Managing Partner, of FacultyMentor, a company that provided training, certification, assessment, and consulting to the online education community.

In addition to teaching at The University of Bridgeport, I teach online at several other colleges and universities around the country, including The University of Maryland and Southern New Hampshire University. I teach a variety of English and Communications courses including Writing for Managers, Technical Writing, Writing for Business, Grant Writing, English Composition, Composition & Research, Introduction to Critical Reading: Text & Context, Critical Thinking, Communications, Information Literacy, World Literature, Introduction to Literature, Shakespeare, The American Short Story, Women in Literature, Science Fiction, Early American Literature, American Literature I & II, and Art Against Society in American Modernism.

I have presented at regional and national conferences on the topic of training and certifying faculty to teach online courses, including The Blackboard Southeast Region Users Group Conference at Duke

University in September, 2004 and Sea of Choices: Charting a Course for Your Institution, an EDUCAUSE/Nercomp Conference held in March, 2005 at the DCU Center in Worcester, Massachusetts.

I co-authored an article entitled Uniting Technology and Pedagogy: The Evolution of an Online Teaching Certification Course that was published in the January, 2006 issue of EDUCAUSE Quarterly.

Discussion Postings

The discussion boards are the “heart and soul” of an online course. Postings will be evaluated for effort, thoroughness, understanding of the assignment, spelling and grammar, and timeliness of posting. Late discussion postings will not be accepted. Timely online class participation is essential to this course. Please review the grading rubric below for how postings will be evaluated.

Grading Rubric for Discussion Postings

	10 (Excellent)	9 (Good)	8 (Fair)	7 (Poor)
Contribution to the Classroom	Posting is insightful, thorough, and interesting.	Posting is thorough and interesting.	Posting is interesting but lacks insight and depth.	Posting is uninteresting and/or too brief for the assignment.
Inspires Reply Postings from Other Students	A serious effort is made to frame the discussion posting in such a way as to encourage others to reply. Posting generates questions and opens up new avenues for discussion.	A serious effort is made to frame the discussion posting in such a way as to encourage others to reply.	Some effort is made to frame the discussion posting in such a way as to encourage others to reply.	No effort is made to frame the discussion posting in such a way as to encourage others to reply.
Demonstrated Understanding of the Reading Assignment	Posting demonstrates a thorough understanding of the reading assignment and is substantiated by several examples	Posting demonstrates an understanding of the reading assignment and is substantiated by at least one example from the textbook	Posting demonstrates an understanding of the reading assignment but is not substantiated by examples from the textbook	Posting demonstrates very little understanding of the reading assignment.

	from the textbook and/or companion website.	and/or companion website.	and/or companion website.	
Grammar, Mechanics, Spelling, and Sentence Structure	Posting is highly polished; no grammar or spelling errors.	Posting is polished; maximum of one grammar or spelling error.	Posting is adequate; maximum of two grammar or spelling errors.	Inadequate posting; more than two spelling or grammar errors.

Course Activities and Grade Weights

Pre-Course Writing Assignment	5%
Essay #1	20%
Essay #2	25%
Essay #3	25%
Participation in the Weekly Discussion Boards	<u>25%</u>
Total	100%

Grading Scale

94-100%=A (4.0)

90-93%=A- (3.7)

87-89%=B+ (3.3)

84-86%=B (3.0)

80-83%=B- (2.7)

77-79%=C+ (2.3)

74-76%=C (2.0)

70-73%=C- (1.7)

67-69%=D+ (1.3)

64-66%=D (1.0)

60-63%=D- (.7)

Below 60%=F

Three Essays will be assigned during the course to give students an opportunity to demonstrate their knowledge of the works studied. Appropriate secondary sources will be used by students to help support their viewpoints. The first essay will be worth 20% of the student's final grade. The second and third essays will each be worth 25% of the student's final grade. Late submissions will not be accepted unless there are sufficient extenuating circumstances to warrant an extension of the due date. Be sure to contact the instructor promptly if there are extenuating circumstances that interfere with the timely submission of any assignment.

Discussion posting assignments will be posted every week. Active, engaged participation is required in every discussion forum. Each student will be required to post a substantial mini-essay for each discussion assignment. Additionally, each student will be required to post at least one substantial response in each forum to receive credit for their own posting. Grading rubrics will be posted in the course explaining how all postings will be evaluated. Postings and replies must be posted by the assigned due dates. Late postings and replies cannot be accepted. Participation in the discussion forums is worth 25% of a student's final grade.

Essays will be evaluated according to the following rubric:

Grading Rubric for Essays

	A (Excellent)	B (Good)	C (Fair)	D (Poor)
Thoroughness	Essay addresses all the required aspects of the assignment in an organized, coherent manner.	Essay addresses most of the required aspects of the assignment in an organized, coherent manner/	Essay addresses some of the required aspects of the assignment but not in a completely organized, coherent manner.	Essay does not address the required aspects of the assignment. Essay is not organized and coherent.
Supporting Details	Essay includes numerous specific examples from the texts to support student's viewpoint.	Essay includes some specific examples from the texts to support student's viewpoint.	Essay includes a few specific examples from the texts to support student's viewpoint.	Essay does not include an adequate number of examples from the texts to support student's viewpoint.
Demonstrated Understanding of the Assignment	Essay demonstrates a thorough understanding of the assignment by synthesizing concepts from the readings and class discussions.	Essay demonstrates a good understanding of the assignment by synthesizing concepts from the readings and class discussions.	Essay demonstrates some understanding of the assignment by synthesizing a few concepts from the readings and class discussions.	Essay demonstrates very little understanding of the assignment and does not attempt to synthesize concepts from the readings and class discussions.

Grammar, Mechanics, Spelling, and Sentence Structure	Essay is highly polished; no grammar or spelling errors.	Essay is polished; maximum of one grammar or spelling error.	Essay is adequate; maximum of two grammar or spelling errors.	Not college level writing; essay has more than two spelling or grammar errors.
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BRIEF OVERVIEW OF COURSE (and reading list)

Be sure to read the biographies of all the assigned authors in our textbook. Author biographies can be found beginning on page 1326.

Module 1 (Week 1)

Innocence and Experience

Read pages 1 – 30, Responding to Literature, and pgs. 76 - 78

Jamaica Kincaid, Girl, pg.103

Stephen Crane, The Bride Comes to Yellow Sky,
<http://etext.lib.virginia.edu/toc/modeng/public/CraBrid.html>

Anne Bradstreet, The Prologue, <http://www.vcu.edu/engweb/webtexts/Bradstreet/bradpoems.htm>

Robert Browning, My Last Duchess, pg. 179

Discussion Board Assignments: There will be several discussion board assignments each week. Please see the discussion area for each week's discussion assignments.

Read pgs. 31 - 75, Writing About Literature

Toni Cade Bambara, The Lesson, pg. 96

James Joyce, Araby, pg. 122

Emily Dickinson, She Rose to His Requirement, pg. 430

Louise Glück, The School Children, pg 198

Henrik Ibsen, A Doll's House, begins page 228, (Begin, read first half)

Discussion Board Assignments: There will be discussion board assignments each week. Please see the discussion area for each week's discussion assignments.

Module 2 (Week 2)

Conformity and Rebellion

Read pgs. 322 - 324

Read pgs. 1317 - 1325, Glossary of Critical Approaches

Henrik Ibsen, *A Doll's House*, (Finish, read second half)

Shirley Jackson, *The Lottery*, pg. 373

Amy Tan, *Two Kinds*, pg. 386

Phyllis Wheatley, *On Being Brought from Africa to America*, pg. 426

Gwendolyn Brooks, *We Real Cool*, pg. 446

Discussion Board Assignments: There will be discussion board assignments each week. Please see the discussion area for each week's discussion assignments.

Module 3 (Weeks 3 and 4)

Culture and Identity

Week 3

Read pgs. 548 - 550

William Faulkner, *A Rose for Emily*, pg. 649

Alice Walker, *Everyday Use*, pg. 589

Jamaica Kincaid, (Review) *Girl*, pg. 103

Virginia Woolf, *What If Shakespeare Had Had a Sister?*, pg. 804

Read approximately the first third of *The Sun Also Rises* by Ernest Hemingway

Discussion Board Assignments: There will be discussion board assignments each week. Please see the discussion area for each week's discussion assignments.

ESSAY #1 DUE

Week 4

Emily Dickinson, What Soft – Cherubic Creatures - , pg. 715

Marge Piercy, Barbie Doll, pg. 687

T. S. Eliot, The Love Song of J. Alfred Prufrock, pg. 675

Anne Sexton, Cinderella, pg. 716

Zora Neale Hurston, How It Feels to be Colored Me, pg. 812

Read approximately the second third of The Sun Also Rises by Ernest Hemingway

Discussion Board Assignments: There will be discussion board assignments each week. Please see the discussion area for each week's discussion assignments.

Module 4 (Weeks 5 and 6)

Love and Hate

Week 5

Read pgs. 832 - 834

Kate Chopin, The Storm, pg. 835

Charlotte Perkins Gilman, The Yellow Wallpaper, pg. 551

Sappho, With His Venom, pg. 896

William Shakespeare, Sonnet 18, "Shall I compare thee to a summer's day?" pg. 898, and Sonnet 29, "When, in disgrace with fortune and men's eyes," pg. 899

Read approximately the final third of The Sun Also Rises by Ernest Hemingway

Discussion Board Assignments: There will be discussion board assignments each week. Please see the discussion area for each week's discussion assignments.

Week 6

Susan Glaspell, Trifles, pg. 1050

Anne Bradstreet, To My Dear and Loving Husband, pg. 906

Andrew Marvell, To His Coy Mistress, pg. 944

Ben Jonson, Song, To Celia, pg. 904

Sylvia Plath, Daddy, pg. 920

Sharon Olds, Sex without Love, pg. 926

Discussion Board Assignments: There will be discussion board assignments each week. Please see the discussion area for each week's discussion assignments.

ESSAY #2 DUE

Module 5 (Week 7)

The Presence of Death

Read pgs. 1104 - 1107

Katherine Anne Porter, The Jilting of Granny Weatherall, pg. 1182

Tim O'Brien, The Things They Carried, pg. 1159

Pablo Neruda, The Dead Woman, pg. 1241

Discussion Board Assignments: There will be discussion board assignments each week. Please see the discussion area for each week's discussion assignments.

ESSAY #3 DUE

ACADEMIC POLICIES

Attendance Policy

Course attendance via online participation is an integral part of the online academic experience; therefore, students are expected to be participative in all course activities and discussions. If an absence is unavoidable, the student should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments.

IMPORTANT:

- An absence (lack of participation) in any week of the course, will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- An absence of two or more weeks will be cause for a failing grade.

Drop Procedures

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage:

<http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/>.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

Cell Phones

Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty

The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site:
http://www.indiana.edu/~istd/plagiarism_test.html

Ethics Statement of Confidentiality

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: <http://www.bridgeport.edu/pages/2209.asp> The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account

Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email

account in which the University sends out information. Go to: <http://www.bridgeport.edu/ubnet> - Click on "New UBN account" and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBN account (takes 24 hours), login at: <http://www.bridgeport.edu/email> and click on "forwards" at the top of the page. Follow the directions to forward email messages to your other account.

Learning Management System (LMS) - Canvas

For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.

Canvas Tutorial For Students: <https://bridgeport.instructure.com/courses/985903>

For assistance contact the UB Help Desk at 203-576-4606 or email helpdesk@bridgeport.edu
<https://bridgeport.instructure.com/courses/829447/>

Accessing Your Grades & Schedule Online

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library

Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on "myEureka Digital Library." Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

Using Computers

Open access computer labs are available at three locations:

- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: <http://www.bridgeport.edu/library>.
- Stamford – Room D; Check open hours at: <http://www.bridgeport.edu/stamford>
- Waterbury – Computer Lab; Check open hours at: <http://www.bridgeport.edu/waterbury>

Course Cancellations

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under "Latest News" on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

IMPORTANT CONTACT INFORMATION

Office	Telephone	Email
Bridgeport Campus Security	(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	(203) 576-4692	sfs@bridgeport.edu
Cashier	(203) 576-4682	sfs@bridgeport.edu
Financial Aid	(203) 576-4568	sfs@bridgeport.edu
Registrar	(203) 576-4635	registrar@bridgeport.edu
Emergency Notification Phone	(203) 576-4159	
IDEAL Office	(203) 576-4800	idealinfo@bridgeport.edu

CAMPUS CONTACT INFORMATION

Campus	Address	Telephone	Email
Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu

Directions to IDEAL Campus locations	http://www.bridgeport.edu/pages/2260.asp
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To fill out your financial aid report to the Federal Government, please go online to www.fafsa.ed.gov. The school code for the University of Bridgeport is **001416**.
Federal Student Aid Information: 1-800-433-3243