

**ENGL 215 THEMATIC STUDIES IN LITERATURE
IDEAL PROGRAM
COURSE SYLLABUS**

Dear Student,

Please read the following course syllabus carefully, especially the course expectations and activities. If you have any questions, please do not hesitate to communicate with the IDEAL 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 our 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 of time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend a minimum of ten-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. **If you do not participate during the first week of the course, you will be dropped one letter grade. If a student doesn't participate for two or more weeks a grade of "F" will be entered for a final grade..**
4. Login to your course a minimum of three times per week.
5. Complete all assignments to the best of your ability.
6. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.
7. If you have any technical difficulties, you must contact the Office of Distance Education immediately at ubonline@bridgeport.edu.

Cheating and Plagiarism

It is the student's responsibility to familiarize himself or herself with and adhere to the standards set forth in the policies on cheating and plagiarism as defined in Chapters 2 and 5 of the Key to UB <http://www.bridgeport.edu/pages/2623.asp> or the appropriate graduate program handbook.

E-mail correspondence

It is imperative that you check your UB e-mail on a regular basis. All written correspondence, to include IDEAL and the University will be sent to you through his e-mail. **The University can no longer correspond to your personal e-mail account(s).**

Have questions about taking an online course? Go to:

http://www.bridgeport.edu/Media/Website%20Resources/documents/continuinged/dl/Taking_online_classes.htm

If you cannot perform these expectations, it is recommended that you drop the course. **If you do not participate during the first week of the course, you will be dropped from the course.**

**ENGL 215 Thematic Studies in Literature
October 21 – December 14, 2013
Online**

Faculty: Paul Rosenberg

Email: prosenbe@bridgeport.edu

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, Information Literacy, Communications, World Literature, Shakespeare, Introduction to Literature, The American Short Story, Women in Literature, Science Fiction, Early American Literature, American Literature I & II, American Realism and Naturalism, 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 recently 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*.

Course Description

Thematic Studies in Literature

Introductory studies of literature in relation to major areas of concern in contemporary life. Courses will vary from semester to semester. Topics for this term: *Love and Alienation in Modern and Post Modern American Literature. 3 semester hours.*

Course Objectives

After completing the course the student will be able to:

- Articulate a vision of Modern and Post Modern American literature as seen through the eyes of the authors studied in the course
- Demonstrate an understanding of traditions and themes in American literature with special emphasis on the changes and trends in American literature from 1914 - 1965
- 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
- Better appreciate and understand how literature addresses the complexity of the human condition in American literature of the period
- Have greater insights into human nature for having examined the values, motivations, and complexities of some major themes in American literature of the period

Required Texts

1. The Norton Anthology of American Literature, Between The Wars, 1914 – 1945, Volume D, Eighth Edition, Baym, Nina. W. W. Norton & Company.
ISBN: 978-0-393-93479-3

1. The Norton Anthology of American Literature, Literature Since 1945, Volume E, Eighth Edition, Baym, Nina. W. W. Norton & Company.
ISBN: 978-0-393-93480-9

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.

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 from the textbook and/or companion website.	Posting demonstrates an understanding of the reading assignment and is substantiated by at least one example from the textbook and/or companion website.	Posting demonstrates an understanding of the reading assignment but is not substantiated by examples from the textbook and/or companion website.	Posting demonstrates very little understanding of the reading assignment.

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.
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Course Activities and Grade Weights

Essay #1	20%
Essay #2	20%
Participation in the Weekly Discussion Boards	30%
Comprehensive Final Exam	<u>30%</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

Two Essays will be assigned during the course to give students an opportunity to demonstrate their knowledge of the works studied. Each essay will be worth 20% 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.

A comprehensive final exam will be given at the end of the course. The final exam will cover the entire course, and all the assigned readings. The final exam will be worth 30% of a student's final grade.

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 30% of a student's final grade.

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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Assignments & Schedule (*A detailed reading list can be found following the table below. Be sure to scroll down past the table below.*)

Week	Topics	Readings/Assignments/Exams/Due Dates
Week 1	Introduction to American Modernism, 1914 – 1945, and works by Masters, Robinson, Frost, Glaspell, and Anderson	In our textbook, <u>Norton D</u> , read pgs. 1177 – 1192. Also, read posted selections by Masters, Robinson, Frost, Glaspell, and Anderson, including biographies. <i>Discussion assignment as posted in the discussion board.</i>
Week 2	American Modernism (cont.), and works by Stevens, Williams, and Pound	In our textbook, <u>Norton D</u> , read posted selections by Stevens, Williams, and Pound, including biographies. <i>Discussion assignment as posted in the discussion board.</i>
Week 3	American Modernism (cont.), and works by Eliot and O’Neill	In our textbook, <u>Norton D</u> , read posted selections by Eliot. Read the first half of <i>Long Day’s Journey Into Night</i> by Eugene O’Neill. Read biographies of Eliot and O’Neill. <i>Discussion assignment as posted in the discussion board. Essay #1 due.</i>
Week 4	American Modernism (cont.), and works by McKay, Hurston, Millay, Cummings, and O’Neill	In our textbook, <u>Norton D</u> , read posted selections by McKay, Hurston, Millay, and Cummings, including biographies. Read the second half of <i>Long Day’s Journey Into Night</i> by Eugene O’Neill. <i>Discussion assignment as posted in the discussion board.</i>
Week 5	American Modernism (cont.), and works by Fitzgerald, Hemingway, Hughes, and Wright.	In our textbook, <u>Norton D</u> , read posted selections by Fitzgerald, Hemingway, Hughes, and Wright, including biographies. <i>Discussion assignment as posted in the discussion board.</i>
Week 6	Introduction to American Post Modernism, 1914 – the contemporary era, and works by Cheever, Jarrell, and Miller	In our textbook, <u>Norton E</u> , read pgs. 2083 – 2096 and posted selections by Cheever, Jarrell, and Miller, including biographies. Read the first half of <i>Death of a Salesman</i> . <i>Discussion assignment as posted in the discussion board. Essay #2 due.</i>
Week 7	American Post Modernism (cont.), and	In our textbook, <u>Norton E</u> , read posted selections by Merwin, Levine, Sexton, and

	works by Merwin, Levine, Sexton, Plath, and Miller	Plath, including biographies. Read the second half of <i>Death of a Salesman</i> . <i>Discussion assignment as posted in the discussion board.</i>
Week 8	American Post Modernism (cont.), and works by Updike and Roth	In our textbook, <u>Norton E</u> , read posted selections by Updike and Roth, including biographies. <i>Discussion assignment as posted in the discussion board.</i> Comprehensive Final Exam Due

Detailed Reading List, ENG 215

Always read the assigned authors' biographies preceding their works.

(Note: Other readings may be added during the course. Check the course announcements regularly for additional information.)

Week 1

In our textbook, Norton, Volume D, read pgs. 3 - 22, American Literature 1914 - 1945.

Read selections by Masters, Robinson, Frost, Glaspell, and Anderson, *including biographies*:

Masters: Trainor, the Druggist

Robinson: Richard Cory, Miniver Cheevy

Frost: The Death of the Hired Man, Mending Wall, The Road Not Taken, Nothing Gold Can Stay

Glaspell: Trifles

Anderson: Hands, Adventure

Week 2

In our textbook, Norton, Volume D, read selections by Stevens, Williams, and Pound, *including biographies*:

Stevens: The Emperor of Ice Cream, Sunday Morning, Thirteen Ways of Looking at a Blackbird, The Idea of Order at Key West

Williams: The Young Housewife, The Red Wheelbarrow, This Is Just To Say

Pound: Portrait d'une Femme, In a Station of the Metro

Week 3

In our textbook, Norton, Volume D, read selections by Eliot and O'Neill, *including biographies*:

Eliot: The Love Song of J. Alfred Prufrock, *from* Tradition and the Individual Talent, Gerontion, The Waste Land, The Hollow Men, *from Four Quartets*: Burnt Norton

O'Neill: Read the first half of Long Day's Journey into Night

Essay #1 Due

Week 4

In our textbook, Norton, Volume D, read selections by McKay, Hurston, Millay, and Cummings, *including biographies*:

McKay: The Harlem Dancer, The Lynching, America

Hurston: How It Feels to be Colored Me, The Gilded-Six Bits

Millay: I Think I Should Have Loved You Presently, [I, being born a woman]

Cummings: "next to of course god America I"

O'Neill: Read the second half of Long Day's Journey into Night

Week 5

In our textbook, Norton, Volume D, read selections by Fitzgerald, Hemingway, Hughes, and Wright, *including biographies*.

Fitzgerald: Winter Dreams

Hemingway: The Snows of Kilimanjaro

Hughes: The Negro Speaks of Rivers, Mulatto, Song for a Dark Girl, Theme for English B

Richard Wright: The Man Who Was Almost a Man

Week 6

In our textbook, Norton, Volume E, read selections by Cheever, Jarrell, and Miller, *including biographies*.

Read pages 3 - 19, American Literature Since 1945

Cheever: The Swimmer

Jarrell: The Death of the Ball Turret Gunner

Miller: *Read the first half of* Death of a Salesman

Essay #2 Due

Week 7

In our textbook, Norton, Volume E, read selections by Merwin, Levine, Sexton, Plath, and Miller, *including biographies*:

Merwin: The Drunk in the Furnace

Levine: Animals Are Passing from Our Lives

Sexton: The Starry Night, Sylvia's Death

Plath: Lady Lazarus, Ariel, Daddy

Miller: *Read the second half of* Death of a Salesman

Week 8

In our textbook, Norton, Volume E, read selections by Updike and Roth, *including biographies*:

Updike: Separating

Roth: Defender of the Faith

Comprehensive Final Exam

ACADEMIC POLICIES

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.

Attendance Policy

Course attendance, especially in an online course, is an integral part of the academic experience; therefore, students are expected to be participative in all course activities and discussions. If you do not participate during the first week of the course, you will reduce the final grade by one letter grade. If you cannot participate in all the course activities you should consider dropping the course.

Drop Procedures

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the following web page:

<http://www.bridgeport.edu/pages/2595.asp>

Starting Fall 2012

- Drop a course after the start date.....\$30.00 per transaction
- Drop prior to the start date.....100% Tuition Refund
- Drop prior to the second week of the course.....75% Tuition Refund
- Drop prior to the third week of the course.....50% Tuition Refund
- Drop during/after the third week of the course.....0% Tuition Refund

****Please note students will not be automatically dropped for not participating during the first week. Lack of participation for one week will reduce the final grade by one letter grade. If you have to miss the first week of the online course, *you must contact your instructor* in writing before the first week. However, a grade reduction will apply.**

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 Academic Calendar to see the fees for a drop and the impact on tuition. The Academic Calendar can be found at: <http://www.bridgeport.edu/pages/2595.asp>

Academic Dishonesty

We are committed to intellectual integrity in our academic pursuits; therefore, 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 computer-programming course. He has co-workers who program in the same language as his final project. As the end of the term approaches, he wonders how he will find the time to get the project finished, and asks one of his co-workers for help. His co-worker hands him a disk with a complete program similar to the kind required for the course project. The student makes minor modifications to the program, and submits it under his own name.

Case #2: A student enrolled in a religious studies course has never taken a humanities or history course, and is unsure about how to structure a research paper. She is doing research on the World Wide Web, and comes across a paper written by a student from another university. Using her computer mouse, she copies and pastes the document 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 as well as in the library. 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 classes; 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

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://myub.bridgeport.edu/academics/academicrescenter/Pages/default.aspx> The Center is located in the Wahlstrom Library, Room 506. Hours of operation are Mondays –Thursday 9am – 6pm and Fridays 9am – 1pm. 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 your grades, access library services, access online tutoring, access the computers in computer labs, and provides an email account in which the University sends out information. Go to: <http://www.bridgeport.edu/ubnet> - Click on “New UBNet 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 email account you use. Following the activation of your UBNet 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.

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. Information on WebAdvisor is password protected and requires you to use your UBNet username and password. To access WebAdvisor, go to: <http://www.bridgeport.edu/webadvisor>

1. Login in with your UBNet username and password.
2. Click on “Student Menu.”
3. Click on “My Grades.”

If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library

You can access the library through the library’s website:

<http://www.bridgeport.edu/academics/magnus-wahlstrom-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.

To access the online journals for research purposes, you will need a UBNet account (see above).

IMPORTANT CONTACT INFORMATION

Office	Contact	Telephone	Email
Bridgeport Campus Security		(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	Robinson Hernandez	(203) 576-4692	bursar@bridgeport.edu
Cashier	Lana Mistry	(203) 576-4682	cashier@bridgeport.edu
Financial Aid		(203) 576-4568	sfs@bridgeport.edu
Registrar		(203) 576-4642	registrar@bridgeport.edu
Emergency Notification Phone		(203) 576-4159	

Distance Education Office		(203) 576-4853	ubonline@bridgeport.edu
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
Woodbridge	6 Lunar Drive Woodbridge, CT 06525	(203) 576-4800	idealinfo@bridgeport.edu
IDEAL Office		(203) 576-4800	idealinfo@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.**