**Course Prefix/Number:** LIT 2100  Spring, 2010  
**Course Title:** Introduction to Literature/Online  
**Course Credit Hours:** (3)  
**Instructor Name and Contact Information:**  
Dr. Judith Steele  
Office Address: Bldg. 50/245  
Telephone Number: 474-2032; English Dept. 474-2923  
Email: jsteele@uwf.edu  
Spring, 2010, Office Hours: Tuesdays 9:00-12:00; other times by appointments and/or announced times  
Online appointments available 7 days a week (usually) via e-learning/email

**Course Description from UWF catalog:**

“Literature from various nations and historical periods chosen to reflect the evolution of the major genres of the Western literary tradition. Guides the student in defining the features which distinguish drama, fiction and poetry. (Gordon Rule Course: Wrtg) and (General Studies Course: HUM/LIT) Meets Multicultural requirement. Credit cannot be received in both LIT 2100 and LIT 2112.”

**Inquiry-Based* Student Learning Outcomes (Objectives of Course):**

Students excelling in the Lit 2100 will master the following proficiencies in reading, analyzing, and writing about literature:

1. Skill in developing coherence in writing, creativity in expression, analysis of literature applied to life, reading literature critically
2. Increased awareness of cultural influence in literature, recognizing cultural and historical concepts of various texts and application to life.
3. Identification and differentiation among genres and sub-genres of fiction, poetry, and drama and recognizing universal themes/patterns/archetypes
4. Skill in using argumentative, descriptive, narrative, persuasive, comparative, critical, interpretive, and evaluative tools in writing
5. Identifying literary terms and making application of the terms in analytical evaluation of particular texts
6. Good overall organization of essays underpinned by balanced paragraph development, effective sentence variety, syntax, and accurate grammar
7. Discovering and appreciating various critical perspectives
8. Understanding the communicative process: interaction between reader and writer in creation of meaning
9. Examining and understanding of plot, character, point-of-view, setting, figures of speech, and various other interpretative tools
10. Developing thought with supporting details and illustrations in discussing and writing about texts
11. Being aware of and avoiding logic fallacies
12. Understanding and avoiding plagiarism
13. Developing research skills using technology (electronic libraries) and MLA
14. Building personal appreciation for classic and modern literature, including multi-cultural themes and writers.

*As applied to this course, inquiry-based learning is associated with life-long learning (Gates) in which students choose from a broad list of writing topics designed to develop critical thinking skills in a student-centered environment with the instructor serving as a facilitator. However, a basic knowledge of writing, analyzing, researching, arguing, and so forth is assumed, and where these areas are deficient, a structured framework is built by the instructor to facilitate higher-order thinking (applying life broad concepts to a variety of literary works in fiction, poetry, and drama).

Method of Instruction:

This section(s) of Introduction to Literature is taught in a distance learning environment, MEANING THAT THE STUDENTS IN THE COURSE DO NOT MEET PHYSICALLY AT ANY TIME; ALL WORK IS DONE VIA THE INTERNET AND EMAIL through UWF’s e-learning system: Desire2Learn (D2L). Through weekly interactive group discussions, links, individual writing projects, and quizzes, the online instructor assists students in learning and discovering new applications of good literature to life and to research and critical thinking analyses.

Required Text: Booth, Hunter, Mays. © 2005 or 2006. The Norton Introduction to Literature: Shorter Ninth Edition (See Norton site for any other information you may need.)


The book comes with a CD ROM, but it is not required, although you may find it useful.

Course Requirements:
1. Weekly discussions and peer group evaluations of essays = 15%
2. 3 essays (15%; 20%; 20% each) = 55%
3. Midterm and Final exams (10 and 15 % each) = 25%
4. Grammar remediation as necessary with help of UWF online Writing Lab = 5%
**Discussions:**

After reading assignments, class (in groups of 10) will discuss questions related to the text as assigned by the instructor. The questions will be organized in a way intelligent discussion will ensue (not questions with one or two-word answers, in other words). The instructor will guide the discussion, but the responsibility for research and response falls on the students. Each student will respond with thoughtful and reflective observations to the questions others ask. Students may use the Internet and online libraries for help in formulating and discussing responses, but each instance must include a URL or other identifying information, using MLA style of documentation.

**Essays:**

Students will write three essays on texts from the course required text (Norton, shorter 9th ed. Shorter). The instructor will help students with topics, and topics may include class discussion questions a student may want to elaborate on. Students will engage in peer-critiquing and (if possible, OWL critiquing). Each student should find at least one other person to within his or her group to exchange papers with. Students may go through the process more than one time, e.g., exchanging papers with a third or fourth person in the group, on the premise that the more who read the paper, the fewer the mistakes in it. The students will submit papers inside elearning (it is as easy to attach a file in elearning as it is to attach a Word document to an email). Having multiple fellow students critique each other’s essays allows the instructor to evaluate and help as needed in the paper reading/critiquing.

**Quizzes:**

Two quizzes will be administered: midterm and at final exam period. The quizzes will be based on specific criteria announced in advance such as identifying applications of literary terms as signified by a certain passages of text. The quizzes will be m/c, t/f, and short answer. Quiz parameters (such as a limited time period or open book) will be determined at a later date by instructor.

**Course Topics:**

1. Fiction
   - Understanding the text
     - Plot, narration, point of view, character, setting, symbol, theme, whole text
     - Contexts (author’s, literary kind, form, cultural and historical, and critical)
2. Poetry
   • Understanding the text
     • Tone, speaker, situation and setting, language, sounds of poetry, internal structure, external form whole text
     • Contexts (reading, author’s work, tradition, cultural and historical, and critical)

3. Drama
   • Understanding the text
     o Elements of drama, whole text
   • Understanding the Contexts
     o Author’s work--literary, cultural and historical and critical

4. Wring about literature
   • Paraphrase, summary, description
   • The writing process
   • Research essay
   • Quotation, citation, and documentation

Instructor Interaction:

- An online instructor assumes a somewhat different role from that of the traditional lecture-type instructor.
- The online instructor is a mentor or facilitator of learning. Bill Gates and others call such an approach "life-long learning" or "discovery learning."
- The instructor makes the assignments; the students read the assigned material and submit responses to the assignments according to the due dates.
- If the papers follow the requirements, and the student has good grammar skills, he or she is well on the way to success in this online class.
- If a student gets behind, he or she will have a very difficult time catching up, and the chances of a high course grade will be slim because the student will not be able to put the kind of time required into the assignments. All discussions and essays will have very specific due dates. Late assignments may suffer stiff penalties.
- From time to time, the professor extends the due dates for everyone, depending on circumstances, but basically, the class follows fairly closely to the schedule provided in the Content section of D2L.
- It may help if the student thinks of the course as a job, and the online instructor the supervisor or project manager.
- The instructor uses a team-oriented approach, meaning the instructor has an "open door" policy online; students are encouraged to ask the instructor via email and/or instant messenger (pager) in D2L anything about topics, grammar questions, and so forth, but when it comes to the written assignments (the final due date after revisions), the instructor is obligated to assess student work as it is submitted, no matter what technical or other problems might arise.
Grammar Component:

Although the primary objectives of the course are to read, analyze, write about fiction, poetry, and drama, the instructor reserves the right to require students, on an individual basis, mini-lessons from the online Writing Lab. Complete instructions will be outlined separately in the course.

Grading Scale:

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<th>Grade</th>
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<td>A</td>
<td>93-100</td>
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<td>A-</td>
<td>90-92</td>
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<td>B+</td>
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<td>B</td>
<td>83-87</td>
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<td>B-</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
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<td>D+</td>
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<td>D</td>
<td>60-67</td>
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Special Technology Utilized By Students:

1. Students must have daily access to a computer with Internet connection for this class.
2. Students must have an active UWF email, e.g., jdoe@students.uwf.edu GO TO http://argomail.uwf.edu/ to establish an account.
3. MS Word is preferred, but instructor will work with students with other programs; however, if other programs create undue stress or problems in submission, student may be required to use RTF or to get MS Word (or use campus computer labs).

Expectations for Academic Conduct/Plagiarism Policy:

As members of the University of West Florida, we commit ourselves to honesty. As we strive for excellence in performance, integrity, personal and institutional, is our most precious asset. Honesty in our academic work is vital, and we will not knowingly act in ways which erode that integrity. Accordingly, we pledge not to cheat, nor to tolerate cheating, nor to plagiarize the work of others. We pledge to share community resources in ways that are responsible and that comply with established policies of fairness. Cooperation and competition are means to high achievement and are encouraged. Indeed, cooperation is expected unless our directive is to individual performance. We will compete constructively and professionally for the purpose of stimulating high performance standards. Finally, we accept adherence to this set of expectations for academic conduct as a condition of membership in the UWF academic community.

Link to UWF’s Statement on Plagiarism
**Dr. Steele’s General Statement on Plagiarism:**

I run everything I suspect as being non-original through Turn-it-in.com (UWF’s originality reporting tool), or I do a web search. I always find what I’m looking for—book, chapter, and verse. If you (student) can find it, so can I. I have been teaching online for almost ten years, and I know more tricks than you do for finding information. It is at my discretion as to whether the assignment receives an F, the student receives an F for the course, or the student is recommended for academic suspension from the university. **At any rate, I must report each incidence to Student Affairs, where a permanent record is kept.** Just get into the habit of sourcing everything you find (discussions, essays), and you will be fine.

Plagiarism is a serious matter, and with the advent of technology, students have myriad easy ways of stealing the work of others or having someone take a test for him or her, or write an essay for him or her, and so forth. These actions constitute cheating and will be treated the same as plagiarism. **You can quote from almost anything (although certainly not all sources are equal) as long as you give the correct MLA documentation for each quotation.** Here is a list of the usual plagiarism warnings:

1. Plagiarism is the representation of the words or ideas of others as one’s own including direct quotations and paraphrases without both introduction and documentation as to where the information came from (and from whom). Direct quotations (word-for-word) require quotation marks around the quoted material as well as the author’s name (see MLA for variations).
2. Plagiarism includes quoting from your own previously-written papers (by yourself or in a group).
3. Plagiarism includes quoting anything from the Internet, oral presentations, visuals, video and audio, PowerPoint, as well as from printed sources, etc.
4. Plagiarism includes quoting from your textbook without quotation marks or indication that you are paraphrasing (give the page number for all printed texts and articles). See MLA for complete list and ways to document.

**Assistance:**

Students with special needs who require specific examination-related or other course-related accommodations should contact Barbara Fitzpatrick, Director of Disabled Student Services (DSS), dss@uwf.edu, (850) 474-2387. DSS will provide the student with a letter for the instructor that will specify any recommended accommodations.