



## OIKOS UNIVERSITY

7901 Oakport St. Suite 3000

Oakland, CA 94621

510-639-7879

www.oikos.edu

### ENGLISH LITERATURE - ENG 102

#### SPRING 2021

Online via Populi Higher Education System  
and supported by Zoom Video Conferencing Platform

<b>Professor: DAVID A. SYLVESTER</b>	
<b>Instructional Contact Hours (Class Hours):</b> Wednesday 09:00 am -12:00 pm (Zoom Live Video and Lecture Video and Threaded Discussion available through Populi system) <b>1. Zoom Live Lecture</b> <b>2. Threaded Discussion</b> <b>3. Faculty Advising and Q&amp;A</b>	<b>Classroom:</b> oikos.populiweb.com <b>E-mail:</b> dsylvesterteacher@gmail.com <b>Phone number:</b> 510-435-9017 <b>Office Hours:</b> By appointment after class, Wednesday 1:00 pm – 4:00 pm by Zoom.
<b>Credit Unit(s): 3</b> <b>Prerequisite(s): None</b> <b>Corequisite(s): None</b>	
<b><u><a href="#">Zoom Virtual Classroom Room 1</a></u></b> <b>Meeting ID: 325 810 9194</b>  <b>Password: oikos7901</b>  <b>Please attend the Virtual Class Every Wednesday promptly at 9am</b> <b>Attendance will be taken.</b>	
<b>Prerequisite for Success in Online Class:</b> <b>This is a 16-week online course.</b> <ul style="list-style-type: none"><li>● An approximate time investment for you will be 9 hours per week.</li><li>● Faculty &amp; eLearning Support Team will be available Monday-Friday, 9 am -5.30 pm (it@oikos.edu or <a href="mailto:de@oikos.edu">de@oikos.edu</a>)</li><li>● Support may be arranged after 5.30 pm or on Saturdays based on prior arrangements with the office of the distance education at Oikos University. To make arrangement for after hour or Saturday support, please contact IT Staff at <a href="mailto:de@oikos.edu">de@oikos.edu</a></li></ul>	

**Login Information**

- Login at <https://oikos.populiweb.com/>. After entering your login credentials, login to your student account and click on your class from the list of courses under your “Student” tab.
- You must check into the online class no later than two days after the class begins. Oikos considers an academic credit hour as being one hour of classroom or direct faculty instruction/interaction with a minimum of two hours of out-of-class work for each week of an academic module. You should plan to spend about 45 hours for one credit hour of course.

**Computer Requirements**

- You will need to have a computer (Mac or PC) with built-in microphone and webcam (or the capability for connecting external microphone and webcam).
- You will need to have an up-to-date browser, operating system and some additional software on your computer to take this class.
- You must have access to Microsoft Office Suite (Excel, PowerPoint and Word)
- You will also need access to Google Docs collaborative learning suite (Docs, Sheets, Slides) (<https://sites.google.com/site/gdocswebquest/>)
- Some of the documents in this course will be available to you in PDF form. You will need download and install Adobe Acrobat Reader software on your computer.

**1. MISSION STATEMENT**

The mission of Oikos University is to educate men and women to be the leaders to serve the church, local communities, and the world by using their learned skills and professions.

**2. COURSE DESCRIPTION**

This course is designed to improve students' writing, reasoning and communication skills through a study of human experience in the structure and meaning of the great stories of literature, both in ancient and contemporary forms. The exploration of the relationship between the action of the plot and its relationship to character change in stories is designed to enhance students' commitment to personal spiritual growth ILO 2 and to increase personal ethical standards in personal lifestyle. ILO 7.

**3. LEARNING OBJECTIVES**

ENG 102 - ENGLISH LITERATURE		
Student Learning Outcome: By the end of this course, students should be able to:	Course Evaluation Objectives	Assessment Method
Analyze stories in traditional literary terms, for plot, character, moral change, point of view, and literary theme.	Gaining knowledge of literary terms and structures	Class worksheets, summaries

Explain underlying symbolic meaning of stories as spiritual archetypes of human experience	Encouraging student discussion of symbolic and spiritual levels of class stories	In-Class Discussion and on Discussion board
Recognize symbolic meaning of stories from their own life experience	Learning method of "writing-to-discover" to explore their responses	In-class freewriting to add to Writing Portfolio
Apply their understanding of symbolic levels of life situations through writing stories of their own.	Write original major story from draft to revisions, editing and final design for publication.	Final Project - major story for class magazine

**4. CLOs in Alignment of ILOs and PLOs**

Students who complete the current course will gain a foundation knowledge in general education (Program Learning Objective 1) that will give them a greater competitive knowledge and success in their chosen field (Institutional Objective 5).

By reflecting on the meaning of the life lessons and human experiences in ancient and modern literature, they will gain greater appreciation for personal spiritual growth (Institutional Objective 2) and for high ethical standards (Institutional Objective 7, Program Learning Objective 4)

As students write and present their own stories, they will discover and manifest their own perspectives more clearly (Institutional Objective 4). The group discussions will foster cooperative relationships and strengthen oral self-confidence needed later for effective preaching skills (Program Learning Objective 2).

They will learn to recognize the meaning of Biblical stories in everyday experiences and encourage others to live with greater Christian integrity (Institutional objectives). They will learn to communicate spiritual truths through effective story-telling for service and commitment to congregations and churches. (Program Learning Objective 3).

**5. INSTRUCTIONAL METHODS / CLASS FORMATION**

Lecture: Yes	Discussion: Yes	Case Studies: Discussion forum on the Populi and during Live Zoom session and conferencing chat.	Journaling: No
--------------	-----------------	--	----------------

Role-Play: No	Book Report: No	Quizzes: Yes	Class Writing: Yes
Studio: No	Lab: No	Multi-Media (Online): Yes	
Small-Groups Work: Conducted via the group discussion forum on Populi system and presented via zoom video recording		Audio/Visual Aids: Zoom video conferencing platform for live and recorded lectures. In addition, Zoom is used for office hours and student interaction, Populi chat sessions.	
Groups Demonstrations: No		Student Presentations: Yes	

This 16-week online class is delivered fully online via Populi Higher Education System where all class activities including both synchronous and asynchronous lectures, instructor office hours, graded discussions, group projects, group presentations, and all practice and graded quizzes will be conducted.

Populi class activities will be further supported technologically via the Zoom video conferencing platform, Google Docs collaborative learning software, and other online teaching and learning material. If you have any problem accessing to the online classroom, please contact the following as earliest as possible.

Contact Information for Support		
Advising: Prof. David Sylvester dsylvesterteacher@gmail.com Phone: 510-435-9017	Technical Support: Prof. Jin Kim IT@oikos.edu or DE@oikos.edu Office: 510-639-7879	Library Support: Duckyoung Won library@oikos.edu Office: 510-639-7879

**6. INSTRUCTIONAL MATERIALS & REFERENCES, REQUIRED TEXTBOOK(S)**

TITLE	AUTHOR	PUBLISHER	ISBN	YEAR
<i>A Literature of Human Experience: Reader &amp; Workbook</i>	A guided compilation of Biblical stories, classic allegory, fables, and modern film synopses.	All reading will be posted as Populi files or as email handouts from public domain.		

Contemporary Literature of Film: Students must have online access to the 4 or 5 required films outside of class to view the films and prepare written summaries for class. Amazon or Netflix, free or a cost up to \$4 per film for 30-day rental.

## 7. RECOMMENDED READING AND OTHER COURSE RESOURCES

TITLE	AUTHOR	PUBLISHER	ISBN	YEAR
<i>Religion and Modern Literature: Essays in Theory and Criticism</i>	G. B. Tennyson and Edward E. Ericson Jr. (editors)	William E. Eerdmans Publishing Co.  (In OIKOS LIBRARY)	0-8028-1578-1	1975
<i>Studies in Classic American Literature</i>	D.H. Lawrence	Penguin Classics	0140183779	1990
Online Resource: Lumen Learning Co.	Introduction to Literature	Developed, Ivy Tech Community College	<a href="https://courses.lumenlearning.com/introliterature/">https://courses.lumenlearning.com/introliterature/</a>	
Online Resource: Lumen Learning Co.	Literary Analysis: How to Analyze a Film	Developed, Ivy Tech Community College	<a href="https://courses.lumenlearning.com/introliterature/chapter/how-to-analyze-a-film/">https://courses.lumenlearning.com/introliterature/chapter/how-to-analyze-a-film/</a>	
<i>McGraw Hill's Essential ESL Grammar: A Handbook for Advanced Grammar Students</i>	Mark Lester	McGraw Hill	0071496424	2008

## 8. ASSIGNMENTS

*This class will be half study and discussion of the literary works, and half writing. Your own writing is essential to engaging with the deeper meaning of the literature.*

- A. **Zoom Classroom Learning Activities** – Students will read, watch, discuss literary work and participate in class learning activities from class lectures, recorded for later viewing, and during Zoom Room class discussion. Attendance at all Zoom classes from beginning to end is required and will count 15% of the final course grade. Any student who misses more than 3 classes will receive the failing grade of F.

- B. In-Class Discussions and Group Presentations** - Students will join in breakout rooms for small groups on assigned topics relating to literary work and report the group's findings to the class in oral presentation. Participation in group breakout discussions and class presentations will count 15% of the course grade.
- C. Threaded Discussion on the Discussion Board**— Although this class is an Internet-only course, it depends on active participation. Discussion is an important part of class participation. You are required to login to Populi and participate in course activities at least on three different days each week. You will not earn participation points for the weeks in which you login to Populi fewer than three days. Therefore, students must engage in weekly discussion on the Populi Discussion Board by replying to others' ideas and sharing his or her own ideas.
- a) Each student will post one full paragraph (minimum 100 words) as a reaction to the Wednesday Zoom class on the Discussion Board before the following Friday at 8 p.m. Very frequently, your post may come from the freewriting you have done in class, or an expansion of it.
  - b) After that, students will respond to the posts of two classmates with a full paragraph (minimum 50 words) before the following Monday (2 days before next class). Your response to others' posts must be complete and thoughtful. It must be constructive, relevant, and substantive. It can be directed to an individual or a group in a way that adds to the discussion and helps the discussion move forward.
  - c) Please note: The Discussion Board is conducted in a positive spirit. There is no place for negativity on the Discussion Board. We write in "I" statements.
  - d) The best way to respond is to find what you like the most among the others' posts. What is most interesting? What catches your attention? What makes you think about something in a new way? What can you add to build on what someone else has said?
  - e) If you don't like what someone else is saying, do not respond to it. Criticism is never constructive. If you think a comment is important to make, you may begin your response with the topic that someone else has raised, but then you must respond with your own ideas and experiences.
  - f) Your full and constructive set of 3 Discussion Board postings each week will count 15% of the course grade. Also, since this online Discussion Board is as important as In-Class Discussion, any students who "go dark" - meaning, disappear - on the Populi Discussion Board and miss three or more weeks will receive a failing grade of F in the course, just as if they had skipped three or more classes.
- D. In-Class Work and Homework** - Homework, whether worksheets or writing, is an essential major part of this course for students to respond to the works we are studying. Any writing during the semester must be kept for review and discussion with the teacher during individual conferences. Safeguard your writings by printing them out as well as store them in your computer. Homework will count as 15% of the course grade.

- E. **Midterm Exam** - Students will have an examination halfway through the semester to deepen their understanding of the course. The Midterm exam will count for 10% of the course grade.
- F. **Final Project** – Toward the end of the semester, students will develop a final project to summarize and apply their learning to life situations in order to appropriate and internalize the deeper meaning of the themes and art of literature of the course.. This may be an oral and written presentation to the entire class or contributions to class magazine, as determined by the teacher. The Final Project will count 30% of the course grade

**9. ASSESSMENT CRITERIA AND METHODS OF EVALUATING STUDENTS / RATIONALE FOR GRADE DETERMINATION**

**A. Grade Assessment**

<b>Student Time Investment Requirements and Assignment Weightage</b>					
<b>Activity</b>	<b>Criteria</b>	<b>Standard for Time Calculation</b>	<b>Estimated Minimum Amount</b>	<b>Total hours of the Activity</b>	<b>Activity Weight as % of Total Grade</b>
<b>Study Course Content in Stories &amp; Film</b> Reading textbooks and assigned literary works, including films, to obtain knowledge in the given subjects, topics of the course	Substantive	2 hours per assignment	15 Assigned Works	30 hours	Required
<b>Zoom Class Attendance: (Assignment A)</b> Attendance and participation in Zoom room classes and pre-recorded videos by the instructor	Instructive	3 hours per class for 3 unit course	15 classes	45 hours	15%
<b>Zoom Class Participation:</b> In-Class Voluntary Responses, Discussion and	Substantive	1 hour for presentation	15 presentations	15 hours plus study time	15%

Group Presentations from Breakout Rooms: (Assignment B) By discussing their ideas in groups and by making oral presentations to the class, students will demonstrate their ability to present their knowledge					
<b>Online Discussion Board</b> (Assignment C) Students must write at least of 1 posting and engage discussions with other students by replying 2 other's postings	Interactive	0.5 hour per original post Plus 0.5 hour for the two interaction posts	15 discussions	15 hours	15%
<b>Homework &amp; Writing:</b> (Assignment D) In-Class and Homework as student's response to experience of literary works, either for revision as homework or turned in as finished Portfolio writing,	Substantive	1 hour per assignment	10 assignments	10 hours plus study time	15%
<b>Midterm Exam:</b> (Assignment E) Students will integrate their knowledge acquired by the middle of the semester through an essay exam.	Integrative	1 hour per assignment	1	1 hour plus student time	10%
<b>Final Project:</b> (Assignment E) At the end of the course, students will make either an oral presentation with written supplement or a contribution to a class magazine.	Interactive, Instructive	5 hours per draft of Final Story	4 Drafts for revision, editing & layout	20 hours	30%
Ideal Student Work Hours				135 hours	100%



**B. Grade Definitions**

<b>A</b>	<b>Excellent.</b> Superior knowledge regarding details, assumptions, implications, history; superior thinking with information relevant to application, critique, and relationship to other information.
<b>B</b>	<b>Good.</b> More than adequate knowledge regarding technical terms, distinctions, and possesses an ability to use information.
<b>C</b>	<b>Average.</b> Basic knowledge needed to function and carry on learning regarding major principles, central terms, major figures, also possesses an awareness of field or discipline.
<b>D</b>	<b>Below average.</b> Demonstrates poor, but passable awareness of course material, may not be eligible for transfer.
<b>F</b>	<b>Fail.</b> Inadequate, ineffective or no effort made to gain awareness of course material. No course credit.
<b>I</b>	<b>Incomplete.</b> An incomplete grade will be given in a regular course only at sole discretion of the professor or administration for legitimate deficiencies due to illness, emergencies or other extraordinary reasons acceptable to the professor, including equipment breakdown or shortages, and not because of neglect on the student's part. A regular grade will be given by the instructor if all requirements for the course are submitted by the end of the following quarter. If all work is not submitted by the end of the following quarter, a grade of F will be posted automatically and counted in the computation of the GPA.
<b>W</b>	<b>Withdrawal.</b> Signifies that a student has withdrawn from a course after the Add/Drop deadline. A "Withdrawal" is not allowed after the Withdrawal deadline. This is a permanent mark with no grade points assigned.

**C. Grade Scale**

The final course grades are based on the grading system in the catalog (by percentage):

<u>Grade</u>	<u>Percent</u>	<u>GPA</u>	<u>Grade</u>	<u>Percent</u>	<u>GPA</u>
A+	98-100	4.0	A	94-97	4.0
A-	90-93	3.7	B+	87-89	3.3
B	84-86	3.0	B-	80-83	2.7
C+	77-79	2.3	C	74-76	2.0
C-	70-73	1.7	D+	67-69	1.3
D	64-66	1.0	D-	60-63	0.7
F	Below 60	0.0			
I	Incomplete				
W	Withdraw				

## 10. COURSE POLICIES

- A. **Attendance, Preparation, and Participation:** Although this is an internet-only course, class attendance is required and mandatory. You are required to attend the Zoom class meeting as well as login to Populi and participate in course activities, including the Discussion Board, at least on three different days each week.
- B. Three or more weeks with no Populi login will result in a grade of F in class.
- C. **Writing Format:** All written assignments must be according to **APA** writing guidelines. **Format:** Times New Roman font, 12 font size, 2.0 (double space) with one inch margins all around and submitted in Microsoft Word documents. **Citations:** Works that are cited must be given proper credit. The citations should be in **APA** format. A brief tutorial on the APA format can be found at: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>
- D. **Academic Misconduct:** Students are expected to maintain the highest standards of academic conduct. There are many types of academic misconduct. While plagiarism, cheating, and multiple submissions are clearly notated, students may be cited for any other form of academic misconduct according to University policies. Plagiarism, which consists of using someone else's ideas or words, is a serious offense. Please cite your sources properly to avoid unintentional plagiarism. Cheating can include having someone else write student papers, buying term papers off the internet, and copying answers during an exam. In addition, working in groups for individual assignments can also constitute cheating. Multiple submission of a single work is not accepted and will be considered an act of academic misconduct. Instructors who believe they have discovered academic misconduct will submit a grade of X (the equivalent of an unreported grade) for the course until the academic misconduct charge is resolved.
- E. **Academic Expectations:** Students are expected to interact with the books they have read, the lecturers' comments, their personal experiences, and the Bible. Do not use Wikipedia or similar references, as they are unreliable. It is also expected that you to have properly researched your paper and will make liberal use of footnotes and references. If you have any questions in this regard you may email your professor for clarification. During the course, if you have questions related to your coursework, please be sure to ask either during class or individually with your professor.
- F. **Identity Fraud:** Committing identity fraud is considered particularly serious and could have legal as well as institutional implications. Any student who has another individual impersonate or in any other way commit identity fraud in any course, assignment, exam, or any type of academic exercise will be permanently suspended from AEU.
- G. **Copyright Protected Materials:** Oikos University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.
- H. **Technology Expectation:** Oikos online staff is committed to making the online learning experience as successful for you as possible. In order to ensure this, here is a review of key technical requirements:

- a. You are responsible for your computer system and are required to have a reliable Internet Service Provider (ISP). Should you have difficulty connecting to the Internet, consult your ISP for technical support.
- b. You are required to have MS Office suite or a compatible program to participate in this program.
- c. Should you have technical difficulties at a time when an assignment is due, you are responsible to find an alternate way to submit your work. This may require you to find another computer to use at a worksite, friend's home, library, local college, or internet café. In some situations, you can mail, fax, or hand-deliver your work.

It is your responsibility to get help and resolve any WIFI, computer malfunction or compatibility problems. Technology problems do not relieve you of the responsibility of attendance requirements, turning in your assignments, class participation, or any other course work. If the Oikos online server has technical difficulties when an assignment is due, your instructor will make alternative arrangements with you. Be sure to call your instructor regarding any problems you are having and make the necessary arrangements for completing your course work!

- H. Grammar and Spelling Check:** Online students are required to submit work that represents college-level English abilities, including excellent grammar and spelling skills. Students are required to turn on and use their MS Word grammar and spelling checker and to use proper grammar when posting in the class discussion. All posts to the class discussion represent your work at Oikos. Do not treat the class discussion as a blog, email, or chat room.
- I. University Catalog:** For additional Oikos policy items, review the Oikos University Catalog.
- J. Deadlines:** All assignments for the course are to be completed and submitted on time in order to receive full credit. Late assignments will be penalized 10% or one-half grade of the total points available per assignment for each week the assignment is late or a portion thereof. Permission for late work is granted only by special request at the discretion of the faculty.
- K. Advance Assistance:** Students wishing feedback from the instructor or TA regarding initial drafts of papers/presentations are invited to schedule appointments with the instructor/TA sufficiently in advance of due dates to enable review, discussion, and subsequent refinement
- L. Make-up Work and Extra-Credit Work.** Students will be given the opportunity to make up missed assignments and/or earn extra credit only for documented excused absences. Extra credit will not apply for students with excessive unexcused absences since attendance and in-class participation is imperative in the learning process.

- M. Emergency Procedures:** In case of emergency, such as sudden earthquake and fire, it is highly recommended that you leave the place until you are notified further announcement.
- N. Other Policies** on Withdrawal and Grade Permanence, Academic Integrity, and Appeals and Grievance apply according to the Student Handbook and Catalog.
- O. Students with Disabilities:** Oikos University is committed to the provision of the Rehabilitation Act of 1973 and the Americans with Disability Act as the University strives to be an inclusive community for students. Individuals seeking accommodation for any type of disability are encouraged to contact the Dean of Students for information concerning the documentation of a disability and procedure for implementing accommodations. Students who require additional time/arrangements for examinations or other arrangements for assignments must secure verification/assistance from the Student Services Office

**11. COURSE SCHEDULE and TOPICAL OUTLINE: ENG 102 Spring 2021**

*Please be aware that this syllabus is only a preview of assignments and will change depending on class progress. Follow the directions in the weekly assignment email for each week's homework and deadlines.*

WEEK	DATE	TOPICS AND READING	ASSIGNMENTS
1	1/27/21	<p>CLASS ATTENDANCE &amp; QUESTIONS                      LECTURE: INTRODUCTION TO ENG 102                      HANDOUT SYLLABUS</p> <p>STORY: JESUS &amp; PETER ON WATER (MATTHEW 14:22-33)                      DISCUSSION &amp; BREAKOUT: FILLING IN GAPS IN STORY                      IN- CLASS WRITING: STORY SHEET</p> <p>IN-CLASS: "A STAR IS BORN"                      IN-CLASS WRITING: FREEWRITING</p> <p>DB: POST FROM WRITING                      HW: READ SYLLABUS CAREFULLY                      HW: WATCH, . REVIEW FIRST PART OF "A STAR IS BORN"</p>	<p>STORY ANALYSIS                      IN-CLASS WRITING                      HANDOUT:                      ORIGINAL SYLLABUS,                      EZ Q &amp; A SYLLABUS</p>
2	2/3/21	<p>CLASS ATTENDANCE &amp; QUESTIONS                      LECTURE: WHAT IS LITERATURE?</p> <p>WATCH: "BEDAZZLED" VS. FAUST                      DISCUSSION &amp; BREAKOUT: STORY AND CHARACTER CHANGE                      IN-CLASS FREEWRITING:</p>	<p>STORY ANALYSIS                      IN-CLASS WRITING</p>

		LECTURE: WHAT IS FREEWRITING? IN-CLASS FREEWRITING ON FREEWRITING  DISCUSSION BOARD POSTING: SOME OF YOUR FW HW: WATCH "BEDAZZLED" ON AMAZON PRIME HW: WRITE & SUBMIT SUMMARIES OF ELLIOT'S 5 WISHES	
<b>3</b>	<b>2/10/21</b>	CLASS ATTENDANCE & QUESTIONS LECTURE: CHARACTER CHANGE & STORY STRUCTURE: PLOT, CONFLICT, RESOLUTION  DISCUSSION & BREAKOUT: SUMMARIES OF 5 WISHES IN "BEDAZZLED" AND CHARACTER CHANGE IN-CLASS FREEWRITING: ELLIOTT'S CHARACTER CHANGE  HANDOUT: CHARACTER TRAITS FORM DISCUSSION/BREAKOUTS : VIRTUES & VICES IN CHARACTER  DB: POST FROM FW HW: FILL OUT CHARACTER TRAITS FORM	STORY ANALYSIS IN-CLASS WRITING
<b>4</b>	<b>2/17/21</b>	CLASS ATTENDANCE & QUESTIONS LECTURE: REVIEW CHARACTER TRAITS FORMS DISCUSSION & BREAKOUT: REVISE CHARACTER TRAITS FORM  WATCH "BEDAZZLED" FOR CHARACTER TRAITS, CHANGE IN-CLASS FREEWRITING: ON CHARACTER CHANGE  DB: POST FROM FREEWRITING ON CHARACTER CHANGE HW: SUBMIT FW BY END OF CLASS OR SAT. 2/20/21 HW: FINISH & SUBMIT CHARACTER TRAIT FORMS	STORY ANALYSIS IN-CLASS WRITING
<b>5</b>	<b>2/24/21</b>	CLASS ATTENDANCE & QUESTIONS HANDOUT CLASS CHARACTER TRAIT COMPILATION LECTURE: REVIEW CHARACTER TRAIT COMPILATION DISCUSSION/BREAKOUTS: CHARACTER TRAIT COMPILATION  LECTURE: BACKGROUND TO "ON THE WATERFRONT" BEGIN "ON THE WATERFRONT"  HW: WATCH "ON THE WATERFRONT" - YOUR QUESTIONS? DB: POST QUESTIONS ON "WATERFRONT" HW: BRING TO CLASS QUESTIONS ON "WATERFRONT"	STORY ANALYSIS IN-CLASS WRITING
<b>6</b>	<b>3/3/21</b>	CLASS ATTENDANCE & QUESTIONS	STORY ANALYSIS

		<p>LECTURE: DISCUSS SUBMITTED QUESTIONS ON WATERFRONT</p> <p>DISCUSSION/BREAKOUTS: DISCUSS QUESTIONS ABOUT "ON THE</p> <p>WATCH AGAIN KEY SCENES IN "ON THE WATERFRONT"</p> <p>DISCUSSION/BREAKOUTS: SOCIAL JUSTICE, CHARACTER IN "WATERFRONT"</p> <p>FREEWRTING</p> <p>DB: POST FROM FREEWRITING BY 3/6/31</p> <p>HW: FW ON COMPARISON FROM YOUR EXPERIENCE, SUBMIT BY SAT. 3/6/21</p>	IN-CLASS WRITING
7	3/10/21	<p>CLASS ATTENDANCE &amp; QUESTIONS</p> <p>LECTURE: STUDENT RESPONSES TO "WATERFRONT," SOCIAL CONFLICT, CHARACTER</p> <p>DISCUSSION/BREAKOUTS: OTHER EXAMPLES SOCIAL CONFLICT, CHARACTER</p> <p>FREEWRTING: SOCIAL CONFLICT, CHARACTER</p> <p>REVIEW 1ST HALF PROGRESS SHEET WITH PORTFOLIO</p> <p>WATCH "GRAN TORINO" FOR CHARACTER CHANGE</p> <p>DISCUSSION/BREAKOUTS</p> <p>FREEWRTING</p> <p>DB: POST FROM FW OR QUESTIONS</p> <p>HW: SUBMIT FW BY END OF CLASS OR BY SAT. 3/13/21</p> <p>HW: SUBMIT 1ST HALF PROGRESS SHEET AT END OF CLASS, OR BY SAT. 3/13/21</p> <p>HW: WATCH "GRAN TORINO"</p>	STORY ANALYSIS IN-CLASS WRITING
8	3/17/21	<p>CLASS ATTENDANCE &amp; QUESTIONS</p> <p>IN-CLASS DISCUSSION ON "GRAN TORINO" - STORY STRUCTURE, MEANING</p> <p>FREEWRTING</p> <p>DB: POST FROM FW</p> <p>HW: SUBMIT 1ST HALF PROGRESS SHEET BY SAT. 3/20/21</p> <p>HW: SUBMIT 1ST HALF SELF-ASSESSMENT BY SAT. 3/20/21</p>	STORY ANALYSIS IN-CLASS WRITING

<b>9</b>	<b>3/24/21</b>	<p>CLASS ATTENDANCE &amp; QUESTIONS  LECTURE: INDIVIDUAL CHARACTER &amp; SOCIAL CONFLICT  DISCUSSION: COMPARISON OF "WATERFRONT" &amp; "GRAN TORINO"  FREE WRITING</p> <p>DISCUSSION &amp; BREAKOUT ROOMS:  REVIEW WRITING PORTFOLIO, PICK FINAL STORY  HW : FINAL STORY, FIRST DRAFT DUE AT CLASS END, OR SAT.  3/27/21 8 PM</p>	<p>STORY ANALYSIS  IN-CLASS WRITING</p>
	<b>3/31/21</b>	<b>EASTER BREAK - NO CLASS</b>	<p>STORY ANALYSIS  IN-CLASS WRITING</p>
<b>10</b>	<b>4/7/21</b>	<p>CLASS ATTENDANCE &amp; QUESTIONS  LECTURE: ON FREEWRITING  I'm surprised to discover that one story that been important to me in my life is about....." At least 250 words. Remember: write fast, don't correct, anything is OK and don't stop writing.</p> <p>INDIVIDUAL CONFERENCES</p> <p>HW 6: SUBMIT CLASS FREEWRITING BY SUNDAY, 4/10</p>	
<b>11</b>	<b>4/14/21</b>	<p>CLASS ATTENDANCE &amp; QUESTIONS  FINISH "LITTLE MISS SUNSHINE" IN CLASS</p> <p>DISCUSSION: LITTLE MISS SUNSHINE STORY CHART OF CHARACTER</p> <p>HW: 2ND INDIVIDUAL CONFERENCES  DISCUSSION BOARD 10  HW 7 - LMS CHARACTER CHART BY SUNDAY 4/17</p>	<p>STORY ANALYSIS  IN-CLASS WRITING</p>
<b>12</b>	<b>4/21/21</b>	<p>CLASS ATTENDANCE &amp; QUESTIONS  REVIEW: STORY STRUCTURE CHART  DISCUSSION: FINAL STORY PROJECT  Last chance for 2nd Individual Conferences  HW 8: 1ST DRAFT FINAL PROJECT DUE BY SUNDAY 4/24</p>	<p>STORY ANALYSIS  IN-CLASS WRITING</p>
<b>13</b>	<b>4/28/21</b>	<p>CLASS ATTENDANCE &amp; QUESTIONS  WRITING WORKSHOP: FINAL STORY PROJECT</p> <p>HW 9: 2ND DRAFT FINAL STORY DUE ASAP AFTER CLASS</p>	<p>STORY ANALYSIS  IN-CLASS WRITING</p>
<b>14</b>	<b>5/5/21</b>	<p>CLASS ATTENDANCE &amp; QUESTIONS  Lecture: Class Review &amp; Synthesis</p>	<p>STORY ANALYSIS  IN-CLASS WRITING</p>

		HW: FINAL REVISION OF FINAL STORY PROJECT: DUE BY SUNDAY 5/9	
15	5/12/21	<b>ALL CLASS ZOOM</b> CLASS ATTENDANCE FINAL STORY ORAL PRESENTATIONS <b>HAPPY SUMMER VACATION!!</b>	<b>ENJOY THE SUMMER!!</b>

**12. RUBRIC FOR CLASS ATTENDANCE & PARTICIPATION - ENG 102, SPRING 2021**

CRITERIA	EXCELLENT	GOOD	FAIR	POOR
<b>Cares for the importance of class discussion topics</b>	1) * Shows deep caring for value of course content in context of larger life issues 2) * Makes connections between course content and own experience.	1) * Asks for help to make connections of course content to larger life issues 2) * Makes some connections between course content and own experience.	1) * Treats class as another hoop to jump through without larger value in life. 2) * Only offers obvious connections to larger life issues already discussed in class.	1) * Indifferent to class topics, shows no interest in c course content for larger life issues. 2) * Shows disregard for larger life issues connected to course content.
<b>Makes sincere effort to understand class discussion and asks questions as needed.</b>	1) Always shows real interest in understanding class discussion. 2) Always asks thoughtful questions to understand the class discussion more deeply.	1) At times, shows interest in understanding class discussion. 2) Sometimes but not always, asks questions to understand the class discussion	1) Rarely shows interest in understanding class discussion. 2) Rarely asks questions even though lacks real understanding of class discussion	1) Shows little or no interest in understanding class discussion, often not paying attention. 2) Almost never asks questions to understand the class discussion
<b>Attends class fully both physically and mentally</b>	1) * Logs into every Zoom Room class early or by 9 a.m., returns from breaks promptly and stays engaged with full attention to end of Zoom class. 2) Keeps video function on and pays close attention during entire Zoom class. 3) Reviews homework in advance and comes fully	1) *Usually logs into Zoom Room class by 9 a.m., returns from breaks with everyone else, usually engaged until end of Zoom class. 2) Keeps video function on and takes on short breaks from video if necessary during Zoom class. 3) Able to recall homework during class discussion	1) * Logs into Zoom Room up to 10 minutes late, among the last students to return from class breaks, becomes distracted toward end of class period. 2) Hasn't arranged personal calendar to be available for Zoom class so personal matters often interfere with Zoom class. 3) Recalls homework only	1) * Logs into Zoom Room class well past 9 a.m., late on returning from breaks and drops out of class before end of class time on Zoom. 2) Often turns video function off and clearly taking care of personal matters during Zoom class. 3) Has little or no recall of homework or relevance to class discussion.



	prepared for class discussion		after prompting for class discussion	
<b>Participates by listening to ideas of other class members</b>	1) * Always shows deep interest in students' and teacher's ideas. 2) Often adds own experience and insights to advance conversation	1) * Usually, shows some interest in students' and teacher's ideas. 2) Sometimes offers own experience and insights to conversation	1) * Shows occasional interest in students' and teacher's ideas. 2) Only speaks when teachers calls on student.	1) * Pays little or no attention in class, often turns video off. 2) Has no response or makes irrelevant comments.

**13. RUBRIC FOR DISCUSSION BOARD - ENG 102, SPRING 2021**

CRITERIA	EXCELLENT	GOOD	FAIR	POOR
<b>Cares for the importance of Discussion Topics</b>	1) * Shows deep caring for value of weekly Discussion Topic in context of larger life issues 2) * Makes connections between weekly Discussion Topic and own experience.	1) * Posts questions about value of weekly Discussion Topic to larger life issues 2) * Makes some connections between weekly Discussion Topics and own experience.	1) * Posts show routine response to Discussion Topic without larger value in life. 2) * Posts show only obvious connections to issues already discussed in class.	1) * Indifferent to Discussion, shows no interest larger life issues. 2) * Posts irrelevant comments and replies on Discussion Board.
<b>Makes sincere effort to add own insights and experience to Discussion Board</b>	1) Always shows careful reading of others' posts. 2) Always adds to original insights that advances weekly Discussion Topic.	1) Usually shows some interest in others' posts. 2) At times, adds thoughts that advance weekly Discussion Topic.	1) Shows routine interest in others' posts and often wanders off topic. 2) Occasionally adds own experience to weekly Discussion Topic posts.	1) Shows little or no interest in others' posts. 2) Ignores main focus for weekly Discussion Topic with irrelevant digressions.
<b>Makes at least one full post and two replies each week to Discussion Topic</b>	1) * Often posts more than required 100 words for own original post on weekly Discussion Topic. 2) * Makes multiple replies beyond required 3 replies to engage in	1) * Usually posts the required 100 words for own original post on weekly Discussion Topic. 2) * Usually makes the 3 required replies to others' posts.	1) * Sometimes posts less than required 100 words for own original post on weekly Discussion Topic. 2) * At times, makes fewer than 3 required to others' posts. conversation.	1) * Posts infrequently, or less than required 100 words for own original post. 2) * Often fails to make any replies to others' posts. 3) * Posts and replies are too

	extended conversation. 3) * Makes original advances to Discussion Topic in posts and replies.	3) * Makes reasonable suggestions to Discussion Topic in posts and replies.	3) * Posts and replies are often obvious ideas mainly to fill space.	short and show no real thought.
--	--	---	--	---------------------------------

**14. RUBRICS FOR COURSE CONTENT FOR HOMEWORK, MIDTERM EXAM & FINAL PROJECT- ENG 102, SPRING 2021**

CRITERIA	EXCELLENT	GOOD	FAIR	POOR
<b>Knowledge of literary basics especially role of action of plot, character development and implied moral values.</b>	1) * Developed sophisticated understanding of literary elements in stories, i.e. plot, character change, human conflict, and moral values. 2) * Superior effort to improve English, with expression of own voice.	1) * Developed good grasp of literary elements in stories, i.e. plot, character change, human conflict, and moral values. 2) * Good effort to improve English and think and speak with own voice.	1) * Developed basic grasp of literary elements in stories, i.e. plot, character change, human conflicts, moral values. 2) * Made some effort to understand and improve English and speak with own voice.	1) * Showed poor or no understanding of literary elements, i.e. plot, character change, human conflicts, moral values. 2) * Made little effort to think and speak with own voice, repeats cliches.
<b>Development of through literary process with free writing preparation, revision of drafts, class discussion.</b>	1) * Highly original idea of student choice for writing 2) * Superior potential for development of the idea and improvement in revision process. 3) * Excellent effort in sincere, honest writing in student's English using new vocabulary from class..	1) * Adequate idea of student choice for writing. 2) * Good potential for development of the idea, some improvement during revision. 3) * Good effort in writing honestly, good expression of thoughts and feelings in student's English.	1) * Routine idea of their own choice for writing. 2) * Some potential for development of the idea, some writing revision. 3) * Some effort to write sincere thoughts, but lapses into platitudes, obvious ideas of others, some careless expression.	1) * Poor, inadequate or imitative idea in student's writing. 2) * Little or no effort to explore potential development, No real effort to revise, raise writing quality. 3) * Insincere writing, careless sentence or paragraph structure.
<b>Understanding of Literary Life Themes and Relationship to Life Challenges</b>	1) * Developed excellent comprehension of themes of life experience as	1) * Showed good comprehension of themes of life experience as	1) * Showed some comprehension of themes of life experience as	1) * Showed poor or no comprehension, little interest in themes of life

	<p>presented in literary form in class stories and texts.                  2) * Showed surprising and original reflection on how literary themes relate to student's experiences.</p>	<p>presented in literary form in class stories and texts.                  2) * Showed good reflection on literary themes in relation to student experiences.</p>	<p>presented in literary form in class stories and texts.                  2) * Showed occasional reflection on literary themes in relation to student experiences</p>	<p>experience in literary form in class stories, texts.                  2) * Made little or no effort to reflect on literary themes. student's life experiences.</p>
<p><b>Final Form of Project with Illustrations, Title, Presentation</b></p>	<p>1) *Sophisticated effort to finish and present final forms of project or writing.                  2) * Superb overall quality achieved in final writing.</p>	<p>11) * Good effort to finish and present final forms of project or writing.                  2) * Satisfactory overall quality achieved in final writing..</p>	<p>1) * Some effort to finish and present final forms of project or writing.                  2) * Routine overall quality achieved in final writing</p>	<p>1) * Showed little effort to finish and present final forms of project writing.                  2) * Showed the least permissible writing quality or effort to interest readers.</p>