Class Communications:
Voice Mail: 707-864-7000 ext 5505
E-Mail: Steven.Federle@solano.edu. This is my preferred method to communicate.

Online paper submission: all papers will be submitted through Turnitin.com. During the first class I will give instructions on how to register for my Turnitin.com account, and how to submit papers in this format. Registration requires a class number (3043805) and a password (solano).

Online discussions and other resources: be sure to bookmark my website, http://www.federle.org, for important links including online grades. Required online discussion boards, weekly class schedules, and paper due dates lists will be maintained on the class site at www.turnitin.com.

Required Materials:

Responding to Literature: Stories, Poems, Plays, and Essays
by Judith Stanford
* A journal notebook (8 ½ x 11)
  • Access outside of class to a computer and the Internet for e-mail, course online discussions, online calendar, typing papers, and paper submission.
  • A college dictionary (any paperback or hardbound version is fine).

Course Description:
Prerequisite(s):
ENGL 001 with a grade "C" or better.

This Course is: Assoc Degree Applic. - Transfer to UC/CSU/Private

English 2 focuses on the development of critical thinking, reading, and writing skills as they apply to the analysis of fiction, poetry and drama, literary criticism, and related non-fiction from diverse cultural sources and perspectives. Emphasis is on the techniques and principles of effective written argument as they apply to literature. Essay examinations, critical papers, and some research projects are required.
Student Performance Objectives:

As a result of successful completion of this course, a student will be able to:

1. Demonstrate critical thinking skills in class discussion and written essays
   
   A. Understand the relationship between meaning in literature and language manipulation -- including literal and figurative language, connotation, and denotation.
   B. Evaluate and analyze the relationship between meaning and the use of sophisticated literary forms and strategies, including parody, satire, etc.
   C. Identify unstated premises and hidden assumptions which arise from the social, historical, moral, cultural, psychological, or aesthetic contexts in which the primary texts and the critical writings which apply to them exist.
   D. Evaluate the pattern of reasoning present in a literary argument and related critical evaluation, including induction and deduction.
   E. Identify logical fallacies, including appeals to authority, fear, and pity, in the arguments of literary works and criticism and particular literary fallacies, such as evaluating a work purely in terms of aesthetics, emotional effects, etc.
   F. Recognize the similarities and differences between the intentions, biases, assumptions, and arguments of an author and his/her character(s).
   G. Distinguish between fact, inference, and judgment, recognizing that many reasonable inferences can be derived from the same facts.
   H. Draw and justify inferences about a work, the intention of the author or the effect of the text based on the theme, setting, characterization, point of view, symbol, imagery, use of irony, structure, sound, and other elements of literature.
   I. Evaluate arguments in literary criticism and related nonfiction in terms of fairness, accuracy, completeness, and effectiveness.

2. Demonstrate composition skills
   
   A. Explore a line of inquiry and limit the topic appropriately.
   B. Establish and state clearly a unifying thesis or proposition.
   C. Select examples, details, and other evidence to support or validate the thesis and other generalizations.
   D. Use detail, example, and evidence to develop and elaborate upon subtopics.
   E. Use principles of inductive and deductive logic to support and develop ideas.
   F. Avoid logical fallacies in the presentation of argument.
   G. Organize main parts of the essay and define a sequence that contributes to clarity.
   H. Achieve coherence.
   I. Use precise diction which communicates unambiguously.
   J. Write with a sense of an audience in mind.

3. Use critical reading techniques
   
   A. Have frequent practice in critical reading of intellectually complex literature with social and personal relevance.
   B. Recognize, appreciate, and understand the issues confronting all writers: i.e., audience, organization, style, tone.
   C. Participate in careful rereading and frequent references to the text to develop
Course Requirements

1) **Prompt Attendance**: You are expected to attend all class sessions as we will do some important work each day. You are allowed three hours of absence (note that each class day equals 3 class hours). After these, your course grade will be lowered significantly. I also expect you to arrive on time and stay for the entire class period. **Class begins promptly at 6:15 P.M.;** you are responsible for any material you miss by arriving late. Two late arrivals will count as an absence. If you must leave class early, please let me know in advance. Two early exits will also count as an absence. Please do not bring food or drink to class; cell phones must be turned to silent ring, or off, when you are in class. I also hope that each of you will contribute significantly to our class discussions and group work. Be prepared to ask questions, raise concerns, and demonstrate your thinking skills.

2) **Course Readings**: Material should be read by the day it is listed as due on the syllabus. Please read actively by underlining the text or asking questions in the margin. You will complete assignments based on the readings as directed; use your journal for these exercises.

3) **Writing Journal**: Each class I will give you a journal prompt. You should answer in a page or more for the following class. Often, these responses will serve as the prewriting that helps you get started on an essay. These are informal and offer a chance to explore many ideas and types of writing. Please bring the writing journal to class week as I may collect them or ask you to read some of your responses. You will also need the journal for some of your in-class writing.

4) **Essays**: You will choose 5 out of 6 assignment topics for your 5 well-developed, 700 word, class essays. The assignments will start from ideas discussed in class and develop through in-class writing workshops, peer review, and revision. Papers are due as assigned and submitted through turnitin.com. Late papers **will not be accepted; please do not ask.** Keep electronic and printed copies of all your papers. All essays must be typed, using Times New Roman 12 font, and double spaced. You must also bring a quality draft and the appropriate peer review form for our peer review sessions. As part of each essay writing assignment, you must provide a quality peer review for another student; failure to provide reviews will affect your final grade.

5) **Seminars**: You will participate actively in a series of class seminars in which you will lead a discussion applying concepts from your homework reading to specific works of literature. Each student will prepare a specific topic for a seminar discussion and submit a formal outline and summary of the presentation given. Each student must give a minimum of two seminar presentations.

All students will participate in the class discussion during seminars. In addition, you will respond to your reading in an online discussion board at the class website on www.turnitin.com. Participation in these discussion boards is required and graded.

6) **Major Research Essay**: In addition to the class essays, you will write a major research essay. In this 1500 word research based essay you have an independent intellectual inquiry.
opportunity to demonstrate your writing and analytical skills, and your final essay should be the very best writing you have done to date in your educational career.

7) **Exams:** You will have two exams, a mid-term and a final, which will involve in-class, timed writing in response to a work of literature. For the mid-term you will explicate a poem, and for the final exam you will write about a short story.

8) **Grading:** Grades will be based on work in the following categories: Class Essays (40%), online discussion boards (5%), Seminar prep, leadership, and participation (10%), Literary Analysis Research-Based Essay (10%), Attendance (5%), Peer Reviews (5%) Mid-term (10%), and Final Exam (15%).

The Solano College standard grading scale will be used (90-100, A; 80-89, B; 70-79, C; 60-69, D; 59 or less, F).

8) **Calendars & due dates:** I will maintain a class calendar on www.federle.org. In addition, assignment start and due dates are clearly listed on turnitin.com. You are responsible for checking these resources to make sure you are aware of all assignments.
GOAL STATEMENT: To develop critical thinking, reading, and writing skills as they apply to the analysis of fiction, poetry and drama, literary criticism, and related non-fiction from diverse cultural sources and perspectives.

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<th>Expected Student Learning Outcome</th>
<th>Methods of Assessment</th>
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<td>Identify up to three outcomes</td>
<td>Determine two methods for each outcome</td>
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1. Compose analytical essays that demonstrate knowledge of literary genres and their constituent elements and functions, using textual references and literary criticism as support.

2. Logically discuss and analyze literature and ideas presented by others.

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<td>1. Essays</td>
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<td>2. Discussions</td>
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<td>3. Journals</td>
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Approved Fall08