

Academic Integrity- Cheating and/or plagiarism will play a negative role in any student's performance and may result in an "F" for the course as well as disciplinary action under the Code of Student Conduct (See Student Handbook.).

Access Services- It is your responsibility to register with the Access Services Office should you have a verifiable and documented disability, which may require reasonable accommodation (s). Further, it is your responsibility to provide your instructor with the Faculty Notification Sheet, which sets forth the reasonable accommodation(s) determined by the Equal Access Services Office. Registration with Access Services will occur at the beginning of the Term.

Classroom Decorum- Disruptive behavior will result in disciplinary action or by insisting that said student leave the classroom. Continuous disruptive behavior will result in withdrawal from the course and disciplinary action under the Code of Student Conduct (See Student Handbook.). Please avoid the following in the classroom: food or drinks, cell phones, or any other electronic devices.

Text

Puchner, M. (Ed.). (2014). *The Norton Anthology of Western Literature (9th ed., Vol. 2).*

W.W. Northon & Company.

Grading: 100% of your final grade bases itself on your performance in the four areas:

Essays	50%
Quizzes	20%
Participation/Presentation	20%
Final	10%

Grading Scale: A=100-90; B+=89-87; B=86-80; C+=79-77; C=76-70; D=69-60; F=59 or below.

Student Learning Outcome:

LIT2120: Write an organized document (exam) that communicates effectively and appropriately for the situation.

Essays: You will write at least four to six essays that sums 6000 words in the APA style. It is customary that once the professor posts the assignment, students must complete said assignment within the allotted time. Each essay should comply with the necessary requirements stipulated by your facilitator; the acceptable standard should include format (APA), grammar paragraph construction, thesis statement, and other necessary elements that constitute academic writing (stipulated in the rubric). The editing process follows will focus of specific points decided on by the facilitator after successful submission on established due date.

Essay that are late for the editing process will receive a penalty of a lowed letter grade for every day late: from an “A” (1100-90) to a “B” (89-80) and so on. **Essays five days late will receive a letter “D” grade or a maximum of 40% of the assigned value before facilitator’s evaluation. On the other hand, Students who turn in their essays on the date assigned will have the opportunity to correct it without any penalty; unless, the editing is incomplete, and the stipulations (rubric) unmet. Finally, it is essential to remember to turn in every essay assignment to TURNITIN after editing within established timeframe. Failure to do so will also have a penalty, a loss of 40% after grading. Why? The professor depends on Turnitin to provide specific and necessary information: number of words, correct source citing, and grammar errors, among others to produce an objective grade.**

Quizzes: Students will have a fair number of these during the semester to consolidate grammar usage, punctuation, and comprehension, among others. Why? There is, undoubtedly, a direct connection between good writing through the comprehension of the efficacy of word formulation, structure, sentence complexities, voice, tone, and appeal, etc.

Participation: The exercise of a dialectical (of, relating to, of the nature of logical argumentation) approach is at the heart of my course; for it enables students to understanding, share, and/or refute ideas present in texts. The dissemination of this particular aspect has been most noteworthy in stimulating critical thinking: recognizing dubious intentions, understanding contextual framework, producing alternatives, and /or indulging in academic skepticism. Facilitator will monitor meaningful participation (checkmark for every meaningful and substantive idea) to ensure that each participant receives the deserved recognition. Students can enliven this process by recognizing creative ideas from their peers. Take note: participation means effective contribution to a topic in the guise of an idea, an application of that idea, an extension of that idea, or any critical aspect that advances thinking; on the contrary, speaking thoughtlessly, or reiteration of ideas will not yield a participation point.

Presentation: Students must have at least one presentation for this class. The facilitator will encourage participants to choses a section that most fit their inclination. Dates will be set, and students will provide the required slide show to exhibit their knowledge, language skill, and conviction. At the end of the presentation, peer and self-evaluation are done that will provide feedback. .

Final Examination: The College of Central Florida makes the final and it will account for 10% of the grade.

Course Plan: tentative plan

Week 1 & 2	<p>Introduction to Course: Introduction to Critical Thinking: a prerequisite for interpretation. “Critical thinking is reasonable, reflective thinking that is focused on deciding what to believe or do” (Ennis& Norris, 1989). Constructivist Learning Theory: relevance and importance to the current course</p>
Weeks 3 & 4	<p>Hamlet’s Soliloquy. Fyodor Dostoevsky’s <i>Notes From The Underground</i> (p.1255). Please consider the following: Dostoevsky insists that, “being overly conscious is a disease, a genuine, full-fledged disease...It would have been entirely sufficient, for example, to have the consciousness with which the all so-called spontaneous people and men of action are endowed” (p. 1257).</p>
Weeks 5 & 6	<p>Voltaire, <i>Candid</i> (p. 377). Introduce Leibnitz’s philosophical assumption in respect to ‘optimism’.</p> <p>Students will begin work on the prompt: “Optimism, Voltaire young hero, <i>Candide</i> asserts, is ‘the mania for asserting that all is well when one is not’. The danger, Voltaire believed, lies in its essential passive response to life. If God has given human beings the best of all possible worlds’, as Leibnitz claimed and if everything that happens is somehow for the best, then to what point is human choice and action?” (Mason, <i>Candide Optimism Demolished</i>)</p> <p>Essay should have at least two excerpts that clarifies a point or extends/open a point.</p>
Weeks 7 & 8	<p>Introduce Kafka’s <i>Metamorphosis</i>. We will divide the novella into portions that we will read before class. Excerpts and questions will surge to foster discussions and analyses. Teacher will introduce psychological readings to frame intentions. Teacher will show a video on Gogol’s discussions of Kafka’s oeuvre <i>Metamorphosis</i> continues... Introduce prompt: Gregor’s self-esteem is obviously minimal. How does he, in fact, think of himself? Does Gregor ever put himself first? What details can you find to characterize Gregor’s self-image? Is Kafka making a claim as to senseless state of man’s existence?</p>
Weeks 9 & 10	<p>Introduction: William B. Yeats’s “The Second Coming.” Chinua Achebe’s <i>Things Fall Apart</i> Essays will be corrected collectively using teacher prepared rubric. All essays will receive peer editing before final submission.</p>

	Students will take a few minutes to expound on answer(s) to the prompt. Class discussions strive to ensure that some form of consensus.
Weeks 11 &12	Introducing Paulo Coelho’s <i>The Alchemist</i> . We will divide the novel into parts or chapters that students must read within a certain timeframe. While reading, students will extract excerpts that they think have captured an idea or essence of the intention of the author or the reader—Posting 1, Posting 2 will require students to elaborate of one of the excerpts in no more than three paragraphs. Citing external sources to provide support for opinions will elicit a higher-grade average.
Posting 1 Week 13	Working on annotated bibliographies: Creating an annotated bibliography Please visit Perdu Owl. <ol style="list-style-type: none"> 1. What are the specifics of creating an annotated bibliography? 2. What format should one see when reading an annotated bibliography? 3. How should you address the presentation of books, articles, editors, anthologies, author (s), periodicals, etc.? 4. Should you use citations in an annotated bibliography or only paraphrasing?
Week 14	Read George Orwell’s (1903-1950), “The Prevention of Literature” (p.2096). Create the corresponding annotated bibliography; then, under a heading—Evaluating Orwell’s Ideas—proceed to elaborate on your approval or rejection, citing to support ideas as you go along. Do not exceed six paragraphs.
Week 15	Salman Rushdie (1947 -). Read “From Step across this Line”; then, proceed to annotate, followed by your evaluation.
Week 16	Final Exam