

Antioch University Los Angeles  
B.A. Program in Liberal Studies  
**ENG 1120: Writing Critical Analysis**  
(Formerly ENG-112: Literature and Composition)

**3 semester units**  
**Spring semester 2015**

**Instructor:** Darcey Whitmore, M.A.  
**Office Hours:** Tues/Thurs 8:00 - 8:50 AM, and by appointment  
**Email:** dwhitmore@davincischools.org

### **Course Description**

This course surveys British and American literature as a basis for literary analysis, research, and written composition. Students will read, analyze, discuss, and write about novels, poems, short stories, and plays from the 19<sup>th</sup> to the 21<sup>st</sup> centuries.

The primary goals of the course are to help students develop as critical, analytical readers of literature and as writers who formulate and support their own original arguments using primary texts and supplementary research. Through writing and revising multiple drafts of essays, students will strengthen their academic writing skills and use of proper MLA format and documentation. This is a college level course that requires a significant amount of preparation for every class on the part of the student.

**Prerequisites:** DaVinci students wishing to enroll in English 112 must have completed fall semester of English 111, demonstrating sufficient ability and work habits to participate in a college-level course.

**Repeat policy:** Students who have earned credit in this course may not repeat the course for credit.

### **B.A. Program Learning Objectives**

- Critical and analytical thinking ability;
- The ability to understand issues from multiple perspectives;
- The ability to connect learning to lived experience;
- Social and intercultural awareness,
- Civic and community engagement;
- Core competency in foundational skills: including, writing, quantitative reasoning, information literacy, technological literacy, oral communication, and research.

### **Course Learning Objectives**

Students successfully completing English 112 will be able to:

- Describe, analyze, and evaluate a work of literature by considering genre, historical context, literary period, and author's craft.
- Critique the film version of a play, noting interpretive and stylistic choices.
- Write analytical essays that formulate, develop, and support original thesis statements using and citing textual evidence from primary sources as well as secondary research sources.
- Write a research-based argument essay that synthesizes information from multiple sources and cites sources correctly.

- Use correct language conventions and apply appropriate specialized vocabulary in oral and written assignments.
- Prepare for and participate actively in class discussions through personal reading, research, and note taking during lectures.
- Present information and ideas in engaging, professional presentations that effectively utilize technology.

### Evaluation Criteria

The final evaluation will address the extent to which students have met the learning objectives listed above, as demonstrated in:

- Active contributions to classroom discussion and group assignments, demonstrating constructive dialogue and interaction with peers;
- Proper use of language conventions and appropriate use of specialized vocabulary in assignments;
- Depth and critical perspective in essays, exams, projects, and other assignments; and
- Demonstration of knowledge and understanding of the selected texts and concepts over the course of the term, including in essays, exams, projects, and presentations.

The specific components of the course grade will be assessed approximately as follows (subject to change based on length of units and student mastery of concepts in each unit):

Reading tests and quizzes	20%
Essays and writing projects	60%
Homework and classwork (accountability)	10%
Participation in seminars, discussions, and presentations	10%

All student work and participation will be assessed based on specific Da Vinci Essential Knowledge and Skills (EKS), and rubrics with expectations will be provided. For each assignment, students must demonstrate mastery of the particular Da Vinci Essential Knowledge and Skills being assessed. The EKSs are:

1	<b>Conventions and Grammar (Sentence Structure):</b> I can write with advanced sentence structures, including parallel structure, correct punctuation and proper flow, appositive phrases, introductory phrases and clauses, essential/non-essential phrases and clauses.
2	<b>Conventions and Grammar (Punctuation):</b> I can write with complex sentences that incorporate advanced punctuation, such as dashes and semi-colons.
3	<b>Conventions and Grammar (Word Choice):</b> I can write with advanced formal language that takes audience into account and includes concise writing as well as sentences constructed in the active - instead of passive - voice. I can write with stylistic flair and a command of diction and syntax in order to create mood, tone, and individual voice.
4	<b>Conventions and Grammar (Vocabulary):</b> I can learn advanced vocabulary and specialized vocabulary related to a variety of topics in reading, writing and speaking.
5	<b>Writing (Thesis):</b> I can craft a sophisticated thesis that includes the topic, assertion, and significance of an in depth argument.
6	<b>Writing (Organization):</b> I can compose multi-page papers around a thesis that drives the organization of their essay.
7	<b>Writing (Evidence):</b> I can consistently support my ideas and claims with well-chosen evidence and examples by: *Using evidence to come to my own original conclusions *Analyzing evidence and critically evaluating sources *Intelligently addressing counter-claims and alternative suggestions
8	<b>Writing (Commentary):</b> I can explain how textual evidence supports my thesis, integrating summaries, paraphrases and quotes.

9	<b>Writing (Formatting):</b> I can format a paper using proper MLA formatting.
10	<b>Reading Analysis (Rhetorical Devices / Non-Fiction):</b> I can identify and analyze the features of rhetorical devices in non-fiction texts.
11	<b>Reading Analysis (Literary Devices / Fiction):</b> I can analyze literary devices and purpose in the text related to theme, including connotation/denotation, mood/tone, and poetic devices.
12	<b>Speaking and Listening (Presentation Skills):</b> *I can be organized, prepared and composed in all presentations and practice strong voice, good posture, and eye contact *I can use academic language *I can use effective media when applicable
13	<b>Speaking and Listening (Discussion Skills):</b> *I can come to discussions prepared, having read and researched the material under study *I can listen and respond to and communicate ideas relevant to the text in a clear, mature, thoughtful and respectful manner

### Required Texts

Dickens, Charles. *Great Expectations*. New York: Dover Publications: Dover Thrift Study Edition, 2010. Print. ISBN: 978-0486475707.

OR Bronte, Charlotte. *Jane Eyre*. New York: Dover Publications: Dover Thrift Study Edition, 2011. Print. ISBN: 978-0486475653.

Douglass, Frederick. *Narrative of the Life of Frederick Douglass*. Dover Thrift Editions. New York: Dover Publications, Inc., 1995. Print. ISBN: 978-0-28499-6

Miller, Arthur. *The Death of a Salesman*. New York: Penguin Books, 1976. Print. ISBN: 978-0140481341.

Hansberry, Lorraine. *A Raisin in the Sun*. New York: Mass Market Paperback, 1994. Print. ISBN: 978-0679755333.

Achebe, Chinua. *Things Fall Apart*. New York: Anchor, 1994. Print. ISBN: 978-0385474542.

Cleaver, Chris. *Little Bee*. New York: Simon and Schuster, 2008. Print. ISBN: 978-1416589648.

Silko, Leslie Marmon. *Ceremony*. New York: Penguin Books, 1986. Print. ISBN: 978-0140086836

*\*All other texts for the course will be provided in a reader by instructor.*

### Required Materials

Binder with loose paper and dividers  
 Composition book  
 Blue and black pens  
 Colored pen (red, green, etc.) for revisions  
 Highlighters  
 Notecards  
 Paper portfolio with pockets (for writing portfolio)  
*Optional but helpful:* small Post-it notes, correction tape, mini stapler

## Major Assignments

### 1. Essays

- Essay #1 – Thematic comparison of two texts
- Essay #2 – Formalist approach essay – analysis of one poem or short story
- Essay #3 – Film review of “A Raisin in the Sun” or “The Death of a Salesman”
- Essay #4 – Research-based argument essay
- Essay #5 - Historical research and perspective paper

### 2. Tests on the novels:

- Great Expectations* OR *Jane Eyre* (student choice)
- Things Fall Apart*
- Little Bee*
- Ceremony*

### 3. Quizzes will be given regularly, and may or may not be announced

### 4. Short writing assignments will be assigned in class and for homework

### 5. Socratic Seminars, discussions, and short presentations will be assessed and factored in to final grades

## Course Schedule

*Subject to change at instructor’s discretion.*

*Note: Readings and assignments are listed on the dates they are due.*

## Unit I – The Self and Society – Coming of Age in the 1800s (Weeks 1-3)

**Week 1 Topics:** Victorian era, *bildungsroman*, coming of age stories, the industrial revolution, gothic novels, character foils, the Byronic hero

1/13 Test on *Great Expectations* OR *Jane Eyre* (one novel of choice to be read over winter break)

1/15 Group discussions and presentations on Victorian novels

1/16 Group discussions and presentations on Victorian novels

**Week 2 Topics:** autobiography, audience/message/purpose, narration and rhetorical strategies, industrial revolution, slavery and abolition in America, historical approach

1/20 *Narrative of the Life of Frederick Douglass*, Preface and Chapters I-IX

1/22 *Narrative of the Life of Frederick Douglass*, Chapters X-Appendix  
Socratic Seminar

**Week 3 Topics:** composition and MLA documentation, historical context and background for literature, research techniques

1/27 Rough Draft of Essay #1 due

1/29 Revised essay #1 due

1/30 Essay #1 due – Thematic comparison of two texts

## Unit II – Early American Voices – Poetry and Short Stories (Weeks 4-6)

**Week 4 Topics:** elements of poetry, elements of fiction, American identities and the American “voice,” formalist approach

2/3 Poems by Walt Whitman and Emily Dickinson

2/5 “The Yellow Wallpaper” by Gilman, “The Story of an Hour,” by Chopin

**Week 5 Topics:** elements of poetry, elements of fiction, American identities and the American “voice,” formalist approach

- 2/10 Close Reading Analysis Due  
"Bartleby the Scrivener" by Melville
- 2/12 Poems by Robert Frost and E.E. Cummings
- 2/13 Socratic Seminar; Begin drafting Essay #2 (formalist approach essay)

**Week 6 Topics:** Revising and editing; style in writing

- 2/17 Essay #2 rough draft due; revising
- 2/19 Essay #2 Due  
Poems by Langston Hughes

**Unit III – Dreams and Disillusionment (Weeks 7-10)**

**Week 7 Topics:** the Harlem Renaissance, 20<sup>th</sup> century drama

- 2/24 Finish poems by Langston Hughes  
"A Raisin in the Sun" – Act I
- 2/26 "A Raisin in the Sun" – Act II
- 2/27 "A Raisin in the Sun" – Act III

**Week 8 Topics:** the Harlem Renaissance, 20<sup>th</sup> century drama, theater and film adaptations

- 3/3 Review "A Raisin in the Sun" and film
- 3/5 "The Death of a Salesman" – Act I

**Week 9 Topics:** 20<sup>th</sup> century drama, modern tragedies, the everyman hero

- 3/10 "The Death of a Salesman" – Act II; "Tragedy and the Common Man" by Miller
- 3/12 Review "Death of a Salesman"
- 3/13 Socratic Seminar; Draft of Essay # 3 Due – Film Review

**Unit IV – Cultural Collisions (Weeks 10-14)**

**Week 10**

- 3/17 Essay #3 Due – Film Review  
Begin *Things Fall Apart* by Achebe in class
- 3/19 *Things Fall Apart* chapters 1-4
- 3/20 *Things Fall Apart* chapters 5-7

**Week 11**

- 3/24 *Things Fall Apart* chapters 8-10  
Excerpts from *Culture and Imperialism* by Said (TBA)
- 3/26 *Things Fall Apart* chapters 11-13  
Said excerpts (TBA)
- 3/27 *Things Fall Apart* chapters 14-15

**Week 12**

- 3/31 *Things Fall Apart* chapters 16-19
- 4/2 *Things Fall Apart* chapters 20-25
- 4/3 *Things Fall Apart* Review  
Socratic Seminar & Test

**\*Spring Break\***

### **Week 13**

- 4/14 Discussion on *Little Bee* by Cleaver  
Begin Essay #4 in class – Research-based argument essay
- 4/16 Test on *Little Bee*  
Research strategies

### **Week 14**

- 4/21 Research Strategies and Drafting
- 4/23 Drafting and Revising
- 4/24 Revising and Editing

## **Unit V – Point of View and Story (Weeks 15-18)**

**Week 15 Topics:** Globalism, multiculturalism, post-colonialism, narrative frame, storytelling, point of view

- 4/28 Essay #4 Due – Research-based argument essays  
Presentations
- 4/30 Begin *Ceremony* by Silko in class
- 5/1 *Ceremony* p. 1-41

**Week 16 Topics:** Globalism, multiculturalism, post-colonialism, narrative frame, storytelling, point of view

- 5/5 *Ceremony* p. 41-83  
Group historical research
- 5/7 *Ceremony* p. 83-108  
Group historical research
- 5/8 *Ceremony* p. 108-131

**Week 17 Topics:** Research, revising, citing and documentation

- 5/12 *Ceremony* p. 131-169  
Begin drafting Essay #5 – Historical research and perspective
- 5/14 *Ceremony* p. 169-201  
Drafting of Essay #5

### **Week 18**

- 5/19 *Ceremony* p. 201-end  
Essay #5 Rough draft due
- 5/21 Socratic Seminar/Review
- 5/22 Test on *Ceremony*  
Revising and Editing Essay #5 – Historical research and perspective

## **Weeks 19-20**

- Essay #5 Due
- Final self-assessments
- Presentations of Learning (POLs)

**Regular Class Schedule:** Tuesdays/Thursdays 10:45-12:25, Fridays 12:50-1:30, Rm 502

## **Other Course and University Policies:**

### **Attendance Policy**

Students are expected to attend all class sessions and participate as required. Students missing more than 4 class sessions must make up the missed time by completing assignments per instructor's direction. Students missing more than 10 class sessions will not receive credit for the course. See *AULA General Catalog*, <http://aulacatalog.antioch.edu/policiesregulationsandprocedures/academicpolicies/> for university policy.

## **Incomplete Policy**

Per university policy, students must complete all course work by the deadlines stated in the syllabus.

If a student anticipates not being able to complete required work by the end of the term, the student may request an Incomplete from the instructor. Incompletes are awarded at the discretion of the instructor. See *AULA General Catalog*, <http://aulacatalog.antioch.edu/policiesregulationsandprocedures/academicpolicies/> for university policy.

## **Information Literacy and Research Requirements**

All students are expected to develop an understanding of how to find and use resources appropriate for academic inquiry and scholarship. General instruction and guidance will be provided in class; students are also encouraged to attend office hours for help and support with research and for information literacy instruction.

## **Student Conduct and other Class Policies**

- All students are expected to be on time to every class, and to bring all necessary materials.
- Students are expected to conduct themselves professionally and interact respectfully with instructor and peers at all times.
- Students must turn in all assignments on time (on Edmodo by the due date, or at the beginning of the class period they are due *unless* other arrangements are made with the instructor *in advance*).
- Late work, including projects, are only accepted at the instructor's discretion. Late work and lack of preparation for class will also lead to a reduction in a student's accountability grade.
- Essays and projects may be revised and re-submitted with instructor consent; students must attend office hours to discuss the work and re-submit within two weeks of receiving the initial grade.
- If a student is going to be absent on the day of a quiz or exam, it is his or her responsibility to arrange a date to make up the exam. If a student does not make arrangements *in advance*, the instructor may not be able to accommodate the request.
- If a student misses class, all material covered during the student's absence and work assigned remain the student's responsibility.
- Students who miss class are expected to attend office hours as soon as possible.
- Important announcements and assignments will be communicated via Edmodo.com. All students must have a username and password, and log in regularly. (Instructions and access code will be given the first week of the semester.)

Respectful conduct is expected of students on the campus at all times, both inside and outside the classroom. See *AULA General Catalog*, <http://aulacatalog.antioch.edu/policiesregulationsandprocedures/studentconduct/> for further details re: Antioch University Los Angeles policy. Students are expected to respect and adhere to all Da Vinci Science rules and policies at all times as well.

## **Academic Integrity & Plagiarism Policy**

AULA and DaVinci Schools expect all students to adhere to the highest standards of academic honesty. In all academic activities—including, but not limited to papers, oral presentations, and reports—students must submit their own original work accompanied by citations acknowledging words, facts, or ideas borrowed from any other source, including electronic sources.

Plagiarism – that is, the intentional or unintentional borrowing of another person's ideas, images, research, or data without citation -- is a serious breach of academic integrity that results in sanctions, including dismissal from the University. University policy describes plagiarism as “the representation of someone else's writing, graphics, research, or ideas as one's own. Paraphrasing an author's ideas or quoting even limited portions of the work of others without proper citation are also plagiarism, as is cutting and pasting materials from the Internet into one's academic papers. Extreme forms of plagiarism include submitting a paper written by another person or purchased from a commercial source. Students should be aware that AULA has access to software for detecting plagiarism.

Please consult the Purdue Online Writing Lab <http://owl.english.purdue.edu/owl/resource/589/01/> for specific guidance on avoiding plagiarism while taking notes, summarizing, paraphrasing, and quoting from sources. For history courses, additional information will be provided for citations using the Chicago/Turabian format.

**Students committing plagiarism or academic dishonesty will be also be subject to disciplinary action from DaVinci Schools as well as from the university.**

### **Reasonable Accommodation for Students with Disabilities**

Antioch University and DaVinci schools are committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact DaVinci administration to initiate the process and request appropriate accommodations. For more information on Antioch's Disability Support Services, please contact Josh Williams, Director of Student Affairs, extension 441, [jwilliams10@antioch.edu](mailto:jwilliams10@antioch.edu), room A1003.

### **Antioch University Policies:**

Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and respectful treatment of the academic efforts of others. All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy and the Student Conduct Policy. To access academic, student, and other university policies are available online: [http://aura.antioch.edu/au\\_policies/](http://aura.antioch.edu/au_policies/)