



English 111 Syllabus

(1192/Spring 2021)

Instructor: Travis McKinney

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Office location: R-230

Office Hours: Mondays & Wednesdays 11:30am-12:30pm (via Zoom online—if you want to meet with me, go to the Zoom link on our Canvas course online; you will be placed in the “waiting room” if I am meeting with another student. Students will be allowed entrance in the order in which they arrive.)

Class meets: Monday & Wednesday, 9:30am-10:20am online (live synchronous lectures when possible), and on Canvas asynchronously. ****Please note, although you are required to view the recorded lectures, you are not required to attend them live but may do so if you can or wish.**** All lectures will be recorded and uploaded to Canvas for your viewing

Course Calendar & Reading List

Recorded Lectures

English 111: Introduction to Literature

This survey course involves an exploration of stories and poetry from various genres to introduce you to different modes of literary expression. Our job will be to read critically and to analyze (not summarize) the texts. We will employ explication (close reading) and aim to uncover the deeper truths within the pages.

In order to be successful in this course, you should complete all assigned readings by their due dates, listen to lectures, engage fully in Canvas discussions, submit assignments on time, follow all instructions, adhere to assignment rubrics, conduct scholarly research for written work, work hard, help others, and have a bit of fun. The link to the course calendar and reading list is above and, though it is tentative and subject to change, offers you an opportunity to begin reading ahead of schedule so as not to fall behind.

Course work includes the reading of many literary texts, online Canvas discussions, one longer critical essay/analysis of a literary text, and completing various in-class written tests and one final exam.

Books Required

- *The Norton Introduction to Literature: Shorter 13th Edition*, edited by Mays, W. W. Norton & Company, 2019. ISBN: 978-0-393-66494-2.
- *The Awakening and Other Stories*, Kate Chopin, edited by Knights, Oxford University Press, 2008, ISBN: 9780199536948 ([available at Barnes & Noble website here](#)).

Other Required Materials

- Supplementary materials that I will post on our Canvas course shell online; you will be responsible for printing, reading and

bringing these materials to class on the days they are due;

- A Bellevue College email account and Canvas access. You must use your BC email for all communication related to this course. All communication about this course outside of the classroom will take place either via Canvas or your college email account—so check them frequently. This is your responsibility.

Course Outcomes

- Demonstrate an increased level of comfort with the genres: poetry, drama, fiction.
- Identify and use terminology specific to literature.
- Recognize some major authors.
- Read, analyze, and explicate complex literature at both the literal and inferential levels.
- Develop a process of analyzing works of literature.
- Use evidence from text to support a thesis.
- Enjoy literature and appreciate unique characteristics of each genre.
- Apply writing skills to analyzing literature.

■ Course Work Requirements

- **Canvas Discussions:** Because this is an online course, each week you will be required to respond to Canvas prompts about course topics/readings/discussions. Your responses will be graded and must show good effort, sincerity, and critical thought and reflection, as well as demonstrated understanding of course material. Canvas discussion assignments and directions will be posted each week to our Canvas course shell. Assignments may require one response to the instructor's prompt or may require this as well as responses to other student postings to create an online discussion forum.
- **Critical Analysis Essay:** You will write one, longer, critical analysis essay on one or more literary texts depending on the assignment given. Your paper must include the documentation and synthesis of scholarly secondary sources that will support your analysis and thesis. You will receive an opportunity for feedback on a draft of this essay during the peer-edit assignment, before you submit the final draft for a grade.
- **Exams:** There will be two tests and one final exam for this course. The final exam will be cumulative.
- **Attendance:** Because this is an asynchronous online course, students are not required to attend any live meetings that are offered; however, all live lectures will be recorded and uploaded to Canvas, and all students are expected to view these lectures as part of the fulfillment of the course. Attending the live lectures benefits students by allowing them to ask questions, make comments, and otherwise participate in the class session.
- **Late work:** Neither tests, nor the final exam, may be submitted late; students are allowed *one* extension during the quarter for discussion posts—so use it wisely. To use your discussion post extension, you must contact your instructor *before* the assignment is due. The amount of extension time given is at the discretion of the instructor. A computer malfunction or other technological problem is not an excuse for submitting late work. My advice is to submit your work in advance and to anticipate problems that could arise. Problems with technology warrant contacting Bellevue College information technology, not your instructor
- **Zero or missing content submissions:** If a student submits an empty/blank assignment, the student will receive a zero. The instructor is not responsible for technical problems the student may experience; therefore, it is strongly recommended that the student save all work in a separate file (such as Microsoft Word) before submitting assignments. In the case of an assignment that requires typing into a text-box on Canvas, the student may type their response on a separate program (such as Word) and then copy and paste their work into the text-box on Canvas. This eliminates any problems of the screen going blank after attempting a submission. There will be no excuses granted here. Anticipate problems and plan accordingly. This is a hallmark of responsibility.

■ Grading

- Canvas discussion assignments (10 @ 3% each): 30%
- Critical Analysis Essay: 20%
- Exam 1: 15%
- Exam 2: 15%

- Final Exam: 20%

Grading schema

Arts & Humanities grades are determined on the following basis:

100 – 93%	A
92 – 90	A-
89 – 87	B+
86 – 83	B
82 – 80	B-
79 – 77	C+
76 – 73	C
72 – 70	C-
69 – 67	D+
66 – 63	D
62 – 60	D-
59 & below	F

▪ Values Conflicts

Essential to a liberal arts education is an open-minded tolerance for ideas and modes of expression that might conflict with one's personal values. By being exposed to such ideas or expressions, students are not expected to endorse or adopt them but rather to understand that they are part of the free flow of information upon which higher education depends.

To this end, you may find that class requirements may include engaging certain materials, such as books, films, and art work, which may, in whole or in part, offend you. These materials are equivalent to required texts and are essential to the course content. If you decline to engage the required material by not reading, viewing, or performing material you consider offensive, you will still be required to meet class requirements in order to earn credit. This may require responding to the content of the material, and you may not be able to fully participate in required class discussions, exams, or assignments

▪ Help with Canvas

Students can find help with Canvas by following the link here: [Student Canvas Help](#)

▪ Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. For more information, go to: <http://www.bellevuecollege.edu/policies/id-4000/>

▪ Reasons of Faith and Conscience

Reasonable Accommodations for Reasons of Faith and Conscience: Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the course to the office of the Associate Vice President of Student Affairs (see Bellevue College [Policy 2950](https://www.bellevuecollege.edu/policies/id2950/) (<https://www.bellevuecollege.edu/policies/id2950/>)). In the event you feel you are being discriminated against based on faith or conscious, you may refer to the procedures outlined in the college's [Discrimination, Harassment and Retaliation Policy 1440P](https://www.bellevuecollege.edu/policies/id-1440p/) (<https://www.bellevuecollege.edu/policies/id-1440p/>).

▪ Student Code of Conduct and Academic Integrity

Any act of academic dishonesty, including cheating, plagiarism (using the ideas or words of another as one's own without crediting the source), and fabrication and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to, talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Success for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at: [Student Code](#)

▪ Plagiarism and Cheating

Plagiarism, or academic dishonesty, is the act of using another writer's words or ideas as your own. According to the BCC Arts & Humanities website, plagiarism "may take many forms, including, but not limited to, using a paper written by someone else, using printed sources word-for-word without proper documentation, and paraphrasing or summarizing the ideas of others without acknowledging the source. Plagiarism can also occur when non-written ideas are taken without documentation--using someone else's design or performance idea, for example. In short, plagiarism is passing off someone else's ideas, words, or images as your own; it amounts to intellectual theft—whether or not it was your intention to steal." Plagiarism in this course may result in a paper's failing grade, or further disciplinary action from the Dean of Student Success. **Consecutive acts of plagiarism may result in a failing grade for the class.**

▪ Classroom Behavior

What follows is the Arts & Humanities Division's policy on classroom behavior:

"The college's 'Affirmation of Inclusion' is posted in each classroom and sets forth the expectation that we will all treat one another with respect and dignity regardless of whether or not we agree philosophically. This expectation is in line with the principle of free speech in a free society: we have the right to express unpopular ideas as long as we don't show disrespect for reasonable people who might believe otherwise. In an on-line course, you will be expressing ideas through the medium of the course site rather than face to face in the classroom. In that case, these expectations refer to the courtesy with which you communicate with one another through e-mails and e-discussions.

Part of this respect involves professional behavior toward the instructor, colleagues, and the class itself. Disruptive behavior is disrespectful behavior. The Arts and Humanities Division honors the right of its faculty to define 'disruptive behavior,' which often involves such things as arriving late, leaving early, leaving class and then returning, talking while others are trying to hear the instructor or their group members, doing other homework in class, wearing earphones in class, bringing activated beepers, alarm watches, or cellular phones into class, inappropriate comments or gestures, etc. In on-line courses, 'flaming' anyone in the class is also considered disruptive behavior. Such behavior interrupts the educational process. When you are in doubt about any behavior, consult your instructor during office hours: we recognize the judgment of the instructor as the final authority in these matters.

When disruptive behavior occurs, instructors will speak to or e-mail the students concerned. Those students are then responsible for ending the disruptions at once. **Failure to do so may result in removal of the students from class."**

▪ Important Links

Bellevue College E-mail and access to MyBC

All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to MyBC. To create your account, go to: <https://www.bellevuecollege.edu/netid/default.aspx>

BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the [Computing Services website](#).

Public Safety

The Bellevue College (BC) Public Safety Department's well trained and courteous non-commissioned staff provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week. Their phone number is 425.564.2400. The Public Safety website is your one-stop resource for campus emergency preparedness information, campus closure announcements and critical information in the event of an emergency. Public Safety is located in K100 and on the web at: <http://bellevuecollege.edu/publicsafety/>

▪ Annual Notice Non-Discrimination

Bellevue College does not discriminate on the basis of race or ethnicity; creed; color; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; or veteran status in educational programs and activities which it operates. Bellevue College is prohibited from discriminating in such a manner by college policy and by state and federal law. All college personnel and persons, vendors, and organizations with whom the college does business are required to comply with applicable federal and state statutes and regulations designed to promote affirmative action and equal opportunity.

Reports of gender and sex-based based discrimination, sexual misconduct, or retaliation by a student should be raised with the Title IX office (see 1440P2 for contact information). In cases where the impacted party is a student and the responding party is a college employee, the Title IX coordinator will direct the matter to the Office of Human Resources (HR). All other reports, including all reports where the impacted party is an employee, should be raised with the HR. If a report is against personnel in the Title IX office or HR, it should be submitted to the president's office for referral to an alternate designee.

[Equal Opportunity](http://www.bellevuecollege.edu/equal/) (<http://www.bellevuecollege.edu/equal/>)

[Spanish and Chinese versions of the anti-discrimination notice are available at [Equal Opportunity](http://www.bellevuecollege.edu/equal/) should you wish to link to them or include them in your syllabus.]

▪ Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share with the Title IX Coordinator any and all information regarding sexual assault and other forms of sexual misconduct (e.g. relationship violence, stalking) that may have occurred on campus or that impacts someone on campus. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212. The Title IX Office can be contacted at 425-564-2641 and more information can be found at [Title IX](http://www.bellevuecollege.edu/titleix/) (<http://www.bellevuecollege.edu/titleix/>).

If you have any concerns, you may report to: [Report Concerns](https://www.bellevuecollege.edu/reportconcerns/) (<https://www.bellevuecollege.edu/reportconcerns/>).

▪ Disability Resource Center (DRC)

The Disability Resource Center serves students with disabilities. Common disabilities include physical, neurological (e.g. Autism, ADD/ADHD), and mental health (e.g. depression, anxiety). If you are a student who has a disability or if you think you may need accommodations in order to have equal access in your classes, programs, activities, and any other services, please contact the DRC.

If you require assistance in an emergency, please meet with your individual instructors to develop a safety plan for while in class and contact the DRC to develop a safety plan for while you are elsewhere on campus.

The DRC office is located in building B Room 132. You can contact the DRC by stopping by the office at B132, calling our front desk phone number (425) 564-2498, emailing drc@bellevuecollege.edu. Deaf students can reach us by calling TTY: (425) 564-6189, or by Skype (account name **DRCatBC**). For more information about the services we offer, including our Initial Access Application, visit our website at [Disability Resource Center](http://www.bellevuecollege.edu/drc) (<http://www.bellevuecollege.edu/drc>).

Service Animals are allowed in this classroom. Emotional Support Animals need to be approved through the DRC. All other animals will be asked to leave. If you believe you need your animal with you, please connect with the DRC and refrain from bringing your animal until a decision has been made.

▪ Accessibility

The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

▪ Course Calendar

Spring 2021 English 111 Tentative Calendar:

Caveat: The following assignments are not always marked but will be assigned in class and/or on Canvas, so pay attention to our course on Canvas:

- Quizzes (these may appear unannounced at any time about any of the assigned reading/viewing/lectures, or other course content.)
- Canvas discussions (there will be several since this is an online course)
- Other course assignments, however, are specifically assigned below, but dates may change

Calendar for ENGL 111	Spring 2021 (Tentative & Subject to Change)
Week 1 (4/8)	4/8: Welcome; class introduction & overview; syllabus review 4/9: Introduction posts due on Canvas (discussion 1)
Week 2 (4/12 & 4/14)	4/12: Poetry close reading (Ted Kooser & Adrienne Rich) 4/14: Poetry close reading: Emily Dickinson: <ul style="list-style-type: none"> • “Because I could not stop for death—” (p. 872) • “‘Hope’ is the thing with feathers” (p. 1023) • “I heard a Fly buzz—when I died—” (p. 1024) • “There’s a certain Slant of light” (PDF on Canvas) • “He fumbles at your soul” (PDF on Canvas) Billy Collins: “Taking off Emily Dickinson’s Clothes” (pp. 1027-1028)
Week 3 (4/19 & 4/21)	4/19: Marlowe & Raleigh, “The Passionate Shepherd to His Love” & “The Nymph’s Reply to the Shepherd” (pp. 803; 804); Donne, “The Flea” (p. 807); Shakespeare, “My mistress’ eyes are nothing like the sun” (p. 967). 4/21: Raymond Carver, “Cathedral” (pp. 28-38); James Baldwin, “Sonny’s Blues” (pp. 91-113)

Calendar for ENGL 111	Spring 2021 (Tentative & Subject to Change)
Week 4 (4/26 & 4/28)	<p>4/26: Edgar Allan Poe, "The Cask of Amontillado" (pp. 173-179); Virginia Woolf, "The Death of the Moth" (PDF on Canvas)</p> <p>4/28: Exam 1 (on Canvas)</p>
Week 5 (5/3 & 5/5)	<p>5/3: Stephen Crane, "The Open Boat," (pp. 433-450); Critical analysis essay assigned</p> <p>5/5: Charlotte Perkins Gilman, "The Yellow Wallpaper" (pp. 511-23); Gilman, from "Why I Wrote 'The Yellow Wallpaper'" and "The Rest Cure" and from "Egotism of the Rest Cure" from The Washington Post (pp. 604-605)</p>
Week 6 (5/10 & 5/12)	<p>5/10: Flannery O'Connor, "The Life You Save May Be Your Own" (PDF on Canvas)</p> <p>5/12: O'Connor, "A Good Man Is Hard to Find" (pp. 516-526)</p>
Week 7 (5/17 & 5/19)	<p>5/17: Passages from O'Connor's essays and letters (pp. 550-554); O'Connor literary criticism: Gordon, from "Flannery's Kiss" (pp. 554-); Reuman, from "Revolting Fictions: Flannery O'Connor's Letter to Her Mother" (pp. 557-); Pollack, from "Flannery O'Connor and the New Criticism" (pp. 560-)</p> <p>5/19: Ernest Hemingway, "A Clean, Well-Lighted Place" (PDF on Canvas); Critical analysis essay final draft due on Canvas</p>
Week 8 (5/24 & 5/26)	<p>5/24: Exam 2 (on Canvas)</p> <p>5/26: Zora Neale Hurston, "How It Feels to Be Colored Me" (pp. 1089-1092)</p>
Week 9 (5/31 & 6/2)	<p>5/31: Holiday (No class or Canvas activity required)</p> <p>6/2: Kate Chopin, <i>The Awakening</i> (Oxford text), first half (chs. I-XIX, pp. 3-64)</p>
Week 10 (6/7 & 6/9)	<p>6/7: Chopin, finish <i>The Awakening</i> (Oxford text) (pp. 64-128)</p> <p>6/9: Christina Rossetti, "Goblin Market" (pp. 306-14)</p>
Week 11 (6/14 & 6/16)	<p>6/14: London, "To Build a Fire" (PDF on Canvas)</p> <p>6/16: Billy Collins reading his own poetry (link will be given on Canvas)</p>

Calendar for ENGL 111	Spring 2021 (Tentative & Subject to Change)
Week 12 (6/21 & 6/25*)	<p>6/21: Final exam preparation (Zoom online study session)</p> <p>6/22: Student Success Day (attendance not required: I'll be available for meetings on Zoom during our regular class meeting time)</p> <p>6/23: No class</p> <p>6/25: Final Exam (available at 7am; must be submitted before 11:59pm)</p>