# Course Description

This course will introduce students to the major literary genres of fictional stories, poems, and drama. Students will explore a variety of historical and contemporary works through creative and analytical responses.

# Course Outcomes

* **CLO1:** Identify specific elements of imaginative writing.
* **CLO2:** Analyze and discuss the potential meanings of imaginative writing.
* **CLO3:** Connect elements to interpret themes of imaginative writing.

# General Education Program Learning Outcomes (LO)

* **PLO1**: Express an appreciation and understanding of a variety of aesthetic, literary, cultural and ideological traditions.(ULO 2, 3)
* **PLO2**: Engage meaningfully in a community of scholarship through inquiry, research and the communication of ideas. (ULO 2, 4)
* **PLO3**: Evaluate historical, political, economic and scientific data while recognizing the interrelatedness of events and processes. (ULO 1, 2, 3, 4)
* **PLO4:** Demonstrate an understanding of the impact of technology on society. (ULO7)
* **PLO5**: Reflect upon the relationship of the Divine to the human experience. (ULO 2, 3, 4)
* **PLO6**: Examine and understand the dynamics of individual and group behavior. (ULO 2, 4)
* **PLO7**: Demonstrate an understanding of quantitative reasoning. (ULO 1, 2, 4)
* **PLO8**: Engage in constructive activities of service to the community in light of the Gospel tradition as experienced through the Mercy charism that shapes the College. (ULO 2, 3, 4)

**GMC Learning Outcomes (GMCLO)**

* **GMCLO1:** Communication Skills – listening, speaking, reading, writing, and observation
* **GMCLO2:** Professional Competency – the skills and knowledge necessary for students to be satisfactory entry-level professionals in their chosen fields
* **GMCLO3:** Moral and Ethical Judgment– the awareness of the historical, philosophical, and religious foundations of ethical decision making
* **GMCLO4:** Problem Solving – the ability to recognize problems and apply systematic methods or processes to develop and activate solutions to problems
* **GMCLO5:** Critical Thinking – the ability to consider and evaluate effectively a process that includes inquiry and logical deduction; students understand different situations and make thoughtful and accurate assessments.
* **GMCLO6:** Leadership in Society – service to society and the awareness of the individual's role in society and the impact of one’s actions
* **GMCLO7:** Critical and Competent Use of Technology – the individual’s ability to locate, select, create, process, evaluate, and distribute information

**Student Expectations**

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Mays, K. J. (Ed.). (2013). *The Norton introduction to literature* (11th ed.). New York, NY: W. W. Norton & Company.

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# Suggested Point Values

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment** | **Point Value** | **Due** |
| **Week 1** | |  |  |
|  | Participation |  | <insert due date> |
|  | Week 1 Discussion Question 1 | 3 |  |
|  | Week 1 Discussion Question 2 | 3 |  |
|  | Week 1 Discussion Question 3 | 3 |  |
|  | Checklist on *A&P* | 5 |  |
|  | Response to Student-Selected Story | 10 |  |
| **Week 2** | |  |  |
|  | Participation |  | <insert due date> |
|  | Week 2 Discussion Question 1 | 3 |  |
|  | Week 2 Discussion Question 2 | 3 |  |
|  | Checklist on *Where Are You Going, Where Have You Been?* | 5 |  |
|  | Writing Short Fiction | 5 |  |
|  | Group Project: Symbols and Meanings | 5 |  |
| **Week 3** | |  |  |
|  | Participation |  | <insert due date> |
|  | Week 3 Discussion Question 1 | 3 |  |
|  | Week 3 Discussion Question 2 | 3 |  |
|  | Week 3 Discussion Question 3 | 3 |  |
|  | Week 3 Discussion Question 4 | 3 |  |
|  | Daily Poem Journal Reading and Response | 10 |  |
|  | Writing Poetry | 5 |  |
| **Week 4** | |  |  |
|  | Participation |  | <insert due date> |
|  | Week 4 Discussion Question 1 | 3 |  |
|  | Week 4 Discussion Question 2 | 3 |  |
|  | Week 4 Discussion Question 3 | 3 |  |
|  | Interpretation of an Interpretation | 5 |  |
| **Week 5** | |  |  |
|  | Participation |  | <insert due date> |
|  | Week 5 Discussion Question 1 | 3 |  |
|  | Week 5 Discussion Question 2 | 3 |  |
|  | Week 5 Discussion Question 3 | 3 |  |
|  | Writing Drama | 5 |  |
|  | Group Project: Staging *The Real Inspector Hound* |  |  |
| **Total Points** | | **100** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| 1 | <insert start date> | <insert end date> |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| Week 1: Introduction to Literature and Short Fiction | |  | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify elements of short fiction. | | CLO1, CLO2 | |
| * 1. Analyze works of short fiction. | | CLO1, CLO2, CLO3 | |
| * 1. Describe your personal interpretation of works of short fiction. | | CLO1, CLO2, CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following selections from *The Norton Introduction to Literature*:   * “Introduction to Anthology” (p. 1) * “Introduction to Fiction” (pp. 12 & 29) * “Examples of Student Response Essays” (p. 49) * *A&P* (p. 155) * *The Cask of Amontillado* (p. 165) * “Introduction to Setting” (p. 253) * “Responding to Symbolism” (p. 339) * “Introduction to Theme” (p. 384) * *The Story of an Hour* (p. 652)   **Post** any questions or insights you have about the readings in the Week 1 Questions discussion forum. | | 1.1, 1.2 | Lecture Activity = 1hr |
| **Read** one of the following selections from *The* *Norton Introduction to Literature*, per your group assignment:   * *Hills Like White Elephants* (p. 788) * *King of the Bingo Game* (p. 781) * *A Very Old Man with Enormous Wings* (p. 406) | |  |  |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Week 1 Discussion Question 1**  **Pos**t a response in 150 to 200 words on the following:  Review3 Tips for Reading Literature on p. 8 of *The* *Norton Introduction to Literature*, and answer the following questions:   * Why should people study imaginative writing? * How do you translate the course learning outcomes? What use are they to you? * What other experiences do you have (formal or informal) with reading and responding to fiction?   *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents as to what you agree or disagree with in their answers. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.3 | Discussion Board = 1hr |
| **Week 1 Discussion Question 2**  **Pos**t a response in 150 to 200 words on the following:  Review *The Cask of Amontillado* on p. 165 of *The* *Norton Introduction to Literature*, and answer the following questions:   * Who is telling this story? To whom is it being told? * Think about the questions on p. 165 regarding narration and point of view. How do these help shape our understanding of the narration in this story? Which ones are applicable? Why?   *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents as to what you agree or disagree with in their answers. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.1, 1.2, 1.3 | Discussion Board = 2hr |
| **Week 1 Discussion Question 3**  **Pos**t a response in 150 to 200 words on the following:  Review*The Story of an Hour* on p. 652, “Introduction to Setting” on p. 253, and “Introduction to Theme” on p. 384 of *The* *Norton Introduction to Literature*, and answer the following questions:   * How do you see setting and theme at work in *The Story of an Hour*? * What theme or meaning do you make from this story?   *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents as to what you agree or disagree with in their answers. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.1, 1.2, 1.3 | Discussion Board = 1hr |
| **Checklist on *A&P***  **Review** *A&P* on p. 155 and the checklist on p. 15 of *The* *Norton Introduction to Literature.*  **Complete** a checklist for *A&P*.  **Submit** your completed checklist through Blackboard. | | 1.1, 1.2, 1.3 | Problem Solving = 1hr |
| **Response to Student-Selected Story**  **Review** “Examples of Student Response Essays” on p. 49 of *The Norton Introduction to Literature* and complete the following:  **Read** a story of your choice from *The* *Norton Introduction to Literature.*  **Write** a 3- to 4-page essay in which you analyze how the story uses at least two of the elements of fiction to create meaning. This should not be a summary of the story. Instead, use examples from the story to make a strong argument or thesis.  **Submit** your essay through Blackboard. | | 1.1, 1.2, 1.3 | Paper = 1hr |
| **Group Project: Symbols and Meanings (Preparation)**  **Review** “Responding to Symbolism” on p. 339 of *The* *Norton Introduction to Literature* and complete the following:  **Review** the story assigned to your group:   * *Hills Like White Elephants* (p. 788) * *King of the Bingo Game* (p. 781) * *A Very Old Man With Enormous Wings* (p. 406)   **Work** with your group members to compile a list of at least 10 symbols, and briefly describe the possible meanings of each.  *Note:* This assignment is due in Week 2. | | 1.1, 1.2, 1.3 | Group Project = 1hr |
| **Total** |  |  | **8hrs** |
| **Notes** |  | | |

# Faculty Notes

**Week 1 Discussion Question 2:** After students have responded to the initial questions, provide the following follow-up questions to continue the discussion thread. It is recommended that you add the follow-up questions on Thursday or Friday.

* Where and when is this story unfolding? The text tells us that setting often creates emotional responses and “can reveal or even shape a character’s personality” (p. 254). How can we see the setting contributing to the meaning of this story?

# Content Outline

Use this content outline to guide students through the course material:

1. Identify elements of short fiction.
   1. Symbolism
   2. Meaning
   3. Point of view (POV)
   4. Character
   5. Setting
   6. Plot
   7. Theme
2. Analyze works of short fiction.
   1. Elements used in works of short fiction
   2. Authors’ use of literary devices
3. Describe your personal interpretation of works of short fiction.
   1. Personal meaning

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| --- | --- | --- | --- |
| Week 2: Short Fiction | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify elements of short fiction. | | CLO1, CLO2 | |
| * 1. Analyze works of short fiction. | | CLO1, CLO2, CLO3 | |
| * 1. Describe your personal interpretation of works of short fiction.   2. Apply the styles, elements, and perspectives of short fiction in your own writing. | | CLO1, CLO2, CLO3  CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following selections from *The* *Norton Introduction to Literature*:   * “Plot” (p. 82) * “Introduction to Setting” (p. 253) * *Volvar* (p. 285) * *Where Are You Going, Where Have You Been? (*p. 314) * *A Good Man is Hard to Find (p. 543)* * *The Rocking-Horse Winner* (p. 792)   **Post** any questions or insights you have about the readings in the Week 2 Questions discussion forum. | | 2.1, 2.2 | Lecture Activity = 1hr |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Week 2 Discussion Question 1**  **Pos**t a response in 150 to 200 words on the following:  Review *A Good Man is Hard to Find* on p. 543of *The* *Norton Introduction to Literature*, and answer the following questions:   * Who are the characters in this story? * What details are significant in shaping our understanding of each character?   *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents as to what you agree or disagree with in their answers. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 2.1, 2.2, 2.3 | Discussion Board = 2hrs |
| **Week 2 Discussion Question 2**  **Pos**t a response in 150 to 200 words on the following:  Review *The Rocking-Horse Winner* on p. 792 of *The* *Norton Introduction to Literature*, and answer the following questions:   * What are the significant elements of setting, characters, plot, and symbols? What meaning do you make from each of them? * How do you see everything working together to advance a theme?   *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents as to what you agree or disagree with in their answers. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 2.1, 2.2, 2.3 | Discussion Board = 1hr |
| **Checklist on *Where Are You Going, Where Have You Been?***  **Review** *Where Are You Going, Where Have You Been?* on p. 314, as well as the checklist on p. 15, of *The* *Norton Introduction to Literature*.  **Complete** a checklist for *Where Are You Going, Where Have You Been?.*  **Submit** your completed checklist through Blackboard. | | 2.1, 2.2, 2.3 | Problem Solving = 1hr |
| **Writing Short Fiction**  **Review** *Volvar* on p. 285 and “Introduction to Setting” on p. 253 of *The* *Norton Introduction to Literature.*  **Write** a 2- to 3-page work of short fiction that uses the setting as a key symbolic element.  **Submit** your short fiction through Blackboard. | | 2.4 | Paper = 1hr |
| **Group Project: Symbols and Meanings**  **Review** the story assigned to your group:   * *Hills Like White Elephants* (p. 788) * *King of the Bingo Game* (p. 781) * *A Very Old Man with Enormous Wings* (p. 406)   **Work** with your group members to compile a list of at least 10 symbols, and briefly describe the possible meanings of each.  **Submit** one document through Blackboard. | | 2.1, 2.2, 2.3 | Group Project = 1hr |
| **Total** |  |  | **7hrs** |
| **Notes** |  | | |

# Faculty Notes

**Week 2 Discussion Question 1:** After students have responded to the initial questions, provide the following follow-up questions to continue the discussion thread. It is recommended that you add the follow-up questions on Thursday or Friday.

* What happens in this story? How does the plot, especially the violence, reveal the significance of the characters?
* Review “Plot” on p. 82. “Violence is the extreme situation that best reveals what we are essentially,” and that “in my own stories I have found that violence is strangely capable of returning my characters to reality and preparing them to accept their moment of grace.” How do you see this employed in this story?

# Content Outline

Use this content outline to guide students through the course material:

1. Identify elements of short fiction.
   1. Symbolism
   2. Meaning
   3. Point of view (POV)
   4. Character
   5. Setting
   6. Plot
   7. Theme
2. Analyze works of short fiction.
   1. Elements used in works of short fiction
   2. Authors’ use of literary devices
3. Describe your personal interpretation of works of short fiction.
   1. Personal meaning
4. Apply the styles, elements, and perspectives of short fiction in your own writing.

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| Week 3: Poetry | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify elements of poetry. | | CLO1, CLO2 | |
| * 1. Analyze works of poetry. | | CLO1, CLO2, CLO3 | |
| * 1. Describe your personal interpretation of works of poetry.   2. Apply the styles and perspectives of poetry in your own writing. | | CLO1, CLO2, CLO3  CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following selections from *The* *Norton Introduction to Literature*:   * “Whose Voice Do We Hear?” (p. 884) * “Introduction to Poetry” (p. 846) * “What Do You Make of The Language?” (p. 975) * “Visual Imagery” (p. 990) * “Symbol” (p. 1006) * *Diving Into the Wreck* (p. 1010) * “Structure” (p. 1050) * “Form” (p. 1075) * *Fern Hill* (p. 1361)   **Post** any questions or insights you have about the readings in the Week 3 Questions discussion forum. | | 3.1, 3.2 | Lecture Activity = 1hr |
| **Watch** the following video:   * ["Two Poems About What Dogs Think (Probably)"](http://www.ted.com/talks/billy_collins_two_poems_about_what_dogs_think_probably) (4.02)   **Post** any questions or insights you have about the video in the Week 3 Questions discussion forum. | |  | Lecture Activity = 0.5hr |
| **Listen** to the following audio clips:   * ["Richard Burton Reads 'Fern Hill' by Dylan Thomas"](https://www.youtube.com/watch?v=2Z-ZuguSrQQ) (3.43) * ["Adrienne Rich Reads 'Diving Into the Wreck'"](https://www.youtube.com/watch?v=c03sWpt62vw) (3.42)   **Post** any questions or insights you have about the audio clips in the Week 3 Questions discussion forum. | |  | Lecture Activity = 0.5hr |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Week 3 Discussion Question 1**  **Pos**t a response in 150 to 200 words on the following:  Review “Introduction to Poetry” on p. 846 of *The* *Norton Introduction to Literature.*  Review ["Two Poems About What Dogs Think (Probably),"](http://www.ted.com/talks/billy_collins_two_poems_about_what_dogs_think_probably) and answer the following questions:   * How do these poems about what dogs might think fulfill the textbook definition of poetry? * How do they differ from or complement your own understanding of poetry? * Whose voice do you hear? * What is the situation or setting?   *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents as to what you agree or disagree with in their answers. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 3.1, 3.2, 3.3 | Discussion Board = 1hr |
| **Week 3 Discussion Question 2**  **Pos**t a response in 150 to 200 words on the following:  Review“Whose Voice Do We Hear?” (p. 884) and “What Do You Make of The Language?” (p. 975) of *The* *Norton Introduction to Literature.*  Review ["Adrienne Rich Reads 'Diving Into the Wreck'"](https://www.youtube.com/watch?v=c03sWpt62vw).  Review*Diving Into the Wreck* (p. 1010), make note of your immediate reactions, and answer the following questions:   * How does reading a poem differ from the experience of listening to the author read it? * Do different words seem more or less important after hearing it read aloud?   *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents as to what you agree or disagree with in their answers. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 3.2, 3.3 | Discussion Board = 2hrs |
| **Week 3 Discussion Question 3**  **Pos**t a response in 150 to 200 words on the following:  Review *Fern Hill* on p. 1361, “Visual Imagery” on p. 990, “Structure” on p. 1050, and “Form” on p. 1075 of *The* *Norton Introduction to Literature*, and answer the following questions:   * What do you see as the significant visual imagery? How would you describe the structure and form? * How do these combine to suggest meaning? * How does hearing it read change the overall experience for you? * What sounds are stressed, and how does that work with the theme?   *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents as to what you agree or disagree with in their answers. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 3.1, 3.2, 3.3 | Discussion Board = 1hr |
| **Week 3 Discussion Question 4**  **Pos**t a response in 150 to 200 words on the following:  Review“Writing Prompt #2” on p. 1049 of *The* *Norton Introduction to Literature*, and complete the following:   * Choose a song lyric and respond to the writing prompt.   *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents as to what you agree or disagree with in their answers. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 3.1, 3.2, 3.3 | Discussion Board = 1hr |
| **Daily Poem Journal Reading and Response**  **Review** the two definitions of poetry on p. 847 of *The* *Norton Introduction to Literature.*  Each day of Week 3, select one poem from *The Norton Introduction to Literature*, and write a paragraph to explain how it fulfills each definition. You should read and respond to seven poems in total.  **Compile** your responses into one document.  **Submit** your responses through Blackboard. | | 3.1, 3.2, 3.3 | Journal = 2.5hrs |
| **Writing Poetry**  **Review** “Symbol” on p. 1006 and “Form” on p. 1075 of *The* *Norton Introduction to Literature.*  **Write** a poem using your own short story from Week 2 as a starting point.  **Include** a brief introduction where you discuss how your poem illustrates the elements of poetry.  **Submit** your poem through Blackboard. | | 3.4 | Paper = 1hr |
| **Total** |  |  | **10.5hrs** |
| **Notes** |  | | |

# Faculty Notes

**Week 2 Discussion Question 2:** After students have responded to the initial questions, provide the following follow-up questions to continue the discussion thread. It is recommended that you add the follow-up questions on Thursday or Friday.

* What symbols are present? How do you interpret them?What is the theme here?

# Content Outline

Use this content outline to guide students through the course material:

1. Identify elements of poetry.
   1. Symbolism
   2. Meaning
   3. Point of view (POV)
   4. Character
   5. Setting
   6. Plot
   7. Theme
   8. Lines
   9. Stanzas
2. Analyze works of poetry.
   1. Elements used in works of short fiction
   2. Authors’ use of literary devices
3. Describe your personal interpretation of works of poetry.
   1. Personal meaning
4. Apply the styles and perspectives of poetry in your own writing.

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| --- | --- | --- | --- |
| Week 4: Drama | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Demonstrate connections between poetry and drama. | |  | |
| * 1. Identify elements of drama. | | CLO1, CLO2 | |
| * 1. Analyze works of drama.   2. Describe your personal interpretation of works of drama. | | CLO1, CLO2, CLO3  CLO1, CLO2, CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following selections from *The* *Norton Introduction to Literature*:   * “Introduction to Drama” (p. 1380) * “Questions to Ask When Reading a Play” (p. 1381) * *Trifles* (p. 1383) * *The Real Inspector Hound* (p. 1394) * “Elements of Drama” (p. 1438) * “Questions on Staging” (p. 1444) * *Act Without Words* (p. 1810) * “Two Monologues from *Talking With...*” (p. 2104)   **Post** any questions or insights you have about the readings in the Week 4 Questions discussion forum. | | 4.2, 4.3 | Lecture Activity = 1hr |
| **Watch** the following video:   * ["Act Without Words"](https://www.youtube.com/watch?v=Qb_eMMqUjTA) (15.18)   **Post** any questions or insights you have about the video in the Week 4 Questions discussion forum. | |  | Lecture Activity = 0.5hr |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Week 4 Discussion Question 1**  **Pos**t a response in 150 to 200 words on the following:  Review *Trifles* on p. 1383 and “Questions to Ask When Reading a Play” on p. 1381 of *The* *Norton Introduction to Literature*,and answer the questions below:   * What is the plot? Who are the characters? * Is the setting significant to the theme?   *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents as to what you agree or disagree with in their answers. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.2, 4.3 | Discussion Board = 2hrs |
| **Week 4 Discussion Question 2**  **Pos**t a response in 150 to 200 words on the following:  Review*The Real Inspector Hound* on p. 1394 of *The* *Norton Introduction to Literature*, and complete the following:   * Respond to questions #3 and #5 on p. 1425 of the text.   *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents as to what you agree or disagree with in their answers. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.2, 4.3 | Discussion Board = 1hr |
| **Week 4 Discussion Question 3**  **Pos**t a response in 150 to 200 words on the following:  Review **“**Definition of Drama” on p. 1380 and “Two Monologues from *Talking With...*” on p. 2104 of *The* *Norton Introduction to Literature*,and answer the questions below:   * How do these monologues fulfill the definition of drama? What is included, and what is not included? * How are they similar to the elements of poetry? * What has been your experience reading, performing, or viewing drama? * Does it matter how these monologues would be staged? What would be some staging choices you would make? Why?   *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents as to what you agree or disagree with in their answers. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.1, 4.2, 4.3, 4.4 | Discussion Board = 1hr |
| **Interpretation of an Interpretation**  **Review** *Act Without Words* on p. 1810 of *The* *Norton Introduction to Literature* and “[Act Without Words](https://www.youtube.com/watch?v=Qb_eMMqUjTA).”  **Write** a 3- to 4-page paper in which you address the following:   * What did you think the play would be like before you watched the video? * How was the play staged? * What choices were made? What effect did they have? * Were there any places where the stage directions were changed, omitted, or added to?   **Format** your paper according to APA guidelines.  **Submit** your paper through Blackboard. | | 4.2, 4.3, 4.4 | Paper = 1hr |
| **Group Project: Staging *The Real Inspector Hound* (Preparation)**  **Review** #7 on p. 1433 of *The* *Norton Introduction to Literature.*  **Work** with your group members to answer #7.  Note. This assignment is due in Week 5. | | 4.2, 4.3, 4.4 | Group Project = 1hr |
| **Total** |  |  | **7.5hrs** |
| **Notes** |  | | |

# Faculty Notes

**Week 4 Discussion Question 1:** After students have responded to the initial questions, provide the following follow-up questions to continue the discussion thread. It is recommended that you add the follow-up questions on Thursday or Friday.

* Have students respond to writing prompt #6 on p. 1393 of *The Norton Introduction to Literature.*

# Content Outline

Use this content outline to guide students through the course material:

1. Demonstrate connections between poetry and drama.
2. Identify elements of drama.
3. Analyze works of drama.
4. Describe your personal interpretation of works of drama.

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| --- | --- | --- | --- |
| Week 5: Drama | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify elements of drama. | | CLO1, CLO2 | |
| * 1. Analyze works of drama. | | CLO1, CLO2, CLO3 | |
| * 1. Describe your personal interpretation of works of drama.   2. Apply the styles and perspectives of drama in your own writing. | | CLO1, CLO2, CLO3  CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following selections from *The* *Norton Introduction to Literature*:   * “Elements of Drama” (p. 1438) * “Questions on Staging” (p. 1444) * “Tone/Language and Symbol” (p. 1446) * *Hamlet* (p. 1709) * *A Streetcar Named Desire* (p. 1815) * *365 Days/365 Plays* (p. 1881)   **Post** any questions or insights you have about the readings in the Week 5 Questions discussion forum. | |  | Lecture Activity = 1hr |
| **Watch** the following videos:   * ["Hamlet 'Rogue and Peasant Slave Am I' Richard Burton (1964)"](https://www.youtube.com/watch?v=uxV1SgCwruI) (4.37) * ["Hamlet’s Second Soliloquy"](https://www.youtube.com/watch?v=vOsv66930eI) (5.01) * ["Oliver’s Hamlet Film (1948): To Be Or Not To Be Soliloquy"](https://www.youtube.com/watch?v=5ks-NbCHUns) (4.35) * ["Alas, Poor Yorick – Hamlet](https://www.youtube.com/watch?v=UbxMhvcxJJc) (2.35) * ["Hamlet Act IV Scene IV Speech"](https://www.youtube.com/watch?v=easWqy08wr8) (2.58) * ["Hamlet Act 1 – Scene 2"](https://www.youtube.com/watch?v=sW8-rOs2QCo&list=PL23028D258B4BD238&index=2) (13.22)   **Post** any questions or insights you have about the videos in the Week 5 Questions discussion forum. | |  | Lecture Activity = 1hr |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Week 5 Discussion Question 1**  **Pos**t a response in 150 to 200 words on the following:  Review *Hamlet* on p. 1709, “Questions on Staging” on p. 1444, and “Tone/Language and Symbol” on p. 1446 of *The* *Norton Introduction to Literature.*  Review all videos for Week 5, and answer the following questions:   * What does each interpretation emphasize? * What details are included visually? What other details are included in each performance? * How do the staging and visuals work to illustrate the meaning of the scene? * Which staged interpretation best reflects your own understanding of the theme?   *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents as to what you agree or disagree with in their answers. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 5.1, 5.2, 5.3 | Discussion Board = 2hrs |
| **Week 5 Discussion Question 2**  **Pos**t a response in 150 to 200 words on the following:  Review*A**Streetcar Named Desire* on p. 1815 and “Elements of Drama” on p. 1438 of *The* *Norton Introduction to Literature*,and answer the following questions:   * Discuss the key characters, actions (plot structure), and settings for this play. Which are the most significant? What possible meanings can you assign to them?   *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents as to what you agree or disagree with in their answers. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 5.1, 5.2, 5.3 | Discussion Board = 2hrs |
| **Week 5 Discussion Question 3**  **Pos**t a response in 150 to 200 words on the following:  Review *365 Days/365 Plays* on p. 1881 of *The* *Norton Introduction to Literature*, and complete the following:   * Respond to “Suggestions for Writing #1” on p. 1895 of the text.   *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents as to what you agree or disagree with in their answers. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 5.1, 5.2, 5.3 | Discussion Board = 1hr |
| **Writing Drama**  **Convert** your poem or short story into a 2- to 3-page work of drama. Include stage directions.  **Submit** your work through Blackboard. | | 4.1, 5.4 | Paper = 1hr |
| **Group Project: Staging *The Real Inspector Hound***  **Review** #7 on p. 1433 of *The* *Norton Introduction to Literature.*  **Work** with your group members to answer #7.  **Submit** your group’s answer through Blackboard. | | 5.1, 5.2, 5.3 | Group Project = 1hr |
| **Total** |  |  | **9hrs** |
| **Notes** |  | | |

# Faculty Notes

**Week 5 Discussion Question 2:** After students have responded to the initial questions, provide the following follow-up questions to continue the discussion thread. It is recommended that you add the follow-up questions on Thursday or Friday.

* Using the discussion so far this week, as well as the questions on p. 1447 of the text, what meaning do you make from this play? For this play, which of the four questions do you find most appropriate?

# Content Outline

Use this content outline to guide students through the course material:

1. Identify elements of drama.
2. Analyze works of drama.
3. Describe your personal interpretation of works of drama.
4. Apply the styles and perspectives of drama in your own writing.

# Breakdown of Academic Instructional Equivalencies

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Week 1** |  |  |
| Required |  | 8 |
| Supplemental |  | 0 |
|  |  |  |
| **Week 2** |  |  |
| Required |  | 7 |
| Supplemental |  | 0 |
|  |  |  |
| **Week 3** |  |  |
| Required |  | 10.5 |
| Supplemental |  | 0 |
|  |  |  |
| **Week 4** |  |  |
| Required |  | 7.5 |
| Supplemental |  | 0 |
|  |  |  |
| **Week 5** |  |  |
| Required |  | 9 |
| Supplemental |  | 0 |
|  |  |  |
|  |  |  |
| **Total Required Hours** |  | 42 |
| **Total Supplemental Hours** |  | 0 |
| **Total Hours** |  | 42 |