



INSTRUCTIONAL PACKAGE

ENG 214

Fiction

Effective Term

Fall 2018/Spring 2019/Summer 2019

INSTRUCTIONAL PACKAGE

PART I: COURSE INFORMATION

Effective Term: Fall 2018/Spring 2019/Summer 2019

COURSE PREFIX: ENG 214

COURSE TITLE: Fiction

CONTACT HOURS: 3.0

CREDIT HOURS: 3.0

RATIONALE FOR THE COURSE:

Students in this class will engage in dynamic discussions while improving the critical thinking and writing skills cultivated in English 101 and 102. Additionally, students will learn of and apply various reading strategies while developing an awareness of the cultures/traditions from which the works were born. ENG 214 students will articulate their thoughts through oral and written communication while reflecting on the question, "What makes for 'great' literature?" Lastly, students will demonstrate the ability to think clearly about language, texts, and experience, and how fiction, though celebrated across various cultures and traditions, remains a constant that unites all people.

COURSE DESCRIPTION:

This course is a study of fiction from several cultures. Emphasis is on the nature of the genre and appropriate reading strategies.

PREREQUISITES/CO-REQUISITES:

NOTE: ENG 102 Minimum Grade of C.

***Online/Hybrid** courses require students to complete the DLI Online Student Orientation prior to completing an online course. The DLI Online Student Orientation can be found in WaveNet, under the My Student tab.

REQUIRED MATERIALS:

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

A folder for handouts.

A notebook for note-taking/quiz/in-class writing purposes.

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.

WaveNet and D2L email access.

Use of Microsoft Word (for papers and assignments)

Use of PowerPoint, Prezi, or Google Slides (for projects)

Oct. 2017

STUDENT IDENTIFICATION VERIFICATION

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

Suggested text, delete section if you don't plan to use.

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

Suggested Text for **online/hybrid** course, delete section if you don't plan to use:

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit: [Online Netiquette](#).

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Course Objectives: ENG 214 is designed to help each student:

- Hone his/her critical thinking and writing skills while exploring works of fiction;
- Become an independent scholar of literature from various cultures, while simultaneously engaging in a cooperative learning community;
- Articulate his/her interpretation and understanding of fictional works through reflective, scholarly writing assignments and speeches.

Student Learning Outcomes: Students in ENG 214 will:

- Demonstrate strong academic skills (higher-order thinking, research and communication) required for student success;
- Develop interpersonal (soft) skills through team-based activities and assignments;
- Cultivate and apply various reading and writing strategies;
- Create assignments (papers, projects, formal speeches) that demonstrate their learning.

Please Note: The reading list below is recommended, and subject to change. *Students – please refer to the Instructor's Course Information sheet for specific information on assessments and due dates.*

Unit I – Intro to Fiction - Weeks 1 and 2

Themes/Topics to Discover:

- Exploring why people read fiction and how fiction should be rated
- Readings: "Why Fiction is Good for You" by Jonathan Gottschall (*Boston Globe*)
- "How Reading Makes Us More Human" – Karen Swallow Prior (*The Atlantic*)
- Excerpts from Stephen King's *On Writing* memoir
- Excerpts from Maya Angelou's *I Know Why the Caged Bird Sings*

Note: The readings during the first two weeks will be provided on D2L and some in hard copy form. Textbooks (novels) are expected to be purchased by week 3, when the first novel will be assigned.

Assessments: Journal Writing
Quizzes
Literature Circles
Participation Activities

Unit II – Native American Literature: Weeks 3-5

Themes/Topics to Discover:

- How should Native American literature be read?
- How is Native American fiction written, and how is it meant to be understood?
- This unit will also explore Native American culture as a whole, while learning that each different tribe has traditions and customs all its own that inform the literature.
- Readings: *The Jailing of Cecilia Capture* – Janet Campbell Hale (novel)
- Excerpts from Leslie Marmon Silko's *Storyteller*
- Short stories by Sherman Alexie

Assessments: Journal Writing
Quizzes
Literature Circles/Participation Activities
Paper

Unit III – Hispanic American Literature: Weeks 6-7

Themes/Topics to Discover:

- Understanding the history that informed the Hispanic American literary tradition
- Exploring central themes common among works in this tradition
- Readings: *The House on Mango Street* - Sandra Cisneros (novel)
- Alberto Alvaro Rios' "The Secret Lion"

Assessments: Journal Writing
Quizzes
Literature Circles
Participation Activities
Paper

Unit IV – Horror: Its Evolution to the Modern Novel - Weeks 8-10

Themes/Topics to Discover:

- What makes for "great fiction," continued
- Readings: "Why We Crave Horror Movies" – Stephen King
- A short story by Edgar Allan Poe
- *A Stir of Echoes* – Richard Matheson (novel)

Assessments: Journal Writing
Quizzes
Literature Circles/Participation Activities
Project

Unit V – The American Western – Weeks 11-12

Themes/Topics to Discover:

- Examining the culture and history of the American West that informed the settings and themes of this tradition
- Readings: Article by Louis L'Amour
- *Wait for Signs: Twelve Longmire Stories* – Craig Johnson (novel)

Assessments: Journal Writing

Quizzes

Literature Circles/Participation Activities

Paper

Unit VI: Final Project & Presentation – Weeks 13-15

- Research and creation of the final project/exam.

Assessment: Final Exam Project/Presentation

****Students – please refer to the Instructor's Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

Tests/Quizzes	15 %
Assignments	15%
Papers/Plans	20%
Projects/Portfolios	20%
Class Participation	15%
Final Exam	15%
	<hr/>
	100%

****Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

GRADING SYSTEM:

State the College's or departmental grading system as delineated in the Catalog. Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean's approval if changes in the scale are made.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for

accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources

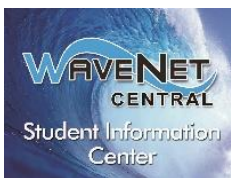


The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
2. **On-line student success and academic support resources**.

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.



Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC**: General information and guidance for enrollment!

2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Disability Services

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student’s disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student’s responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

Title IX Requirements

Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College’s Title IX Coordinators.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

Inquiries regarding the non-discrimination policies:	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.

Dr. Melissa Batten, AVP Student Affairs

Title IX Coordinator

Building 1100, Room 107A, Conway Campus
PO Box 261966, Conway, SC 29528-6066
843-349-5228

Melissa.Batten@hgtc.edu

Jacquelyne Snyder, AVP Human Resources

Section 504, Title II, and Title IX Coordinator

Building 200, Room 212A, Conway Campus
PO Box 261966, Conway, SC 29528-6066
843-349-5212

Jacquelyne.Snyder@hgtc.edu