

CRN: 31702
English K102: Composition & Literature
Term: Fall 17
Schedule: T 6:30-9:15 Rm D222
Instructor: Frederick-Douglass Knowles II
Office Hours: M 5-6, T 12:30-1:30, R 12:30-1:30 or by appointment
Office: Rm C120 (diagonal from library)
Phone: 860.215.9444
Email: fknowles@trcc.commnet.edu

Required Text: *The Bedford Introduction to Literature*. 11th ed. Michael Meyer.

Course Description:

Students are taught how to read serious literature, how to develop an interpretation, and how to explain and support their ideas in writing. Through the study of selected works of fiction, poetry, and drama, students are expected to learn the traditional elements of textual analysis and become familiar with the ways in which other critical approaches affect interpretation. In addition to continued instruction in composition, students are required to read continually and write frequently in preparation for every class.

Learning Outcomes:

Upon successful completion of ENG 102, students should be able to:

- Identify the literary genres of poetry, fiction, and drama, and some of the forms and structures within those genres.
- Use the basic elements of formalist criticism to analyze a work of literature. These elements include such things as theme, tone, point of view, characterization, and figurative language.
- Identify and employ other critical strategies beyond formalism to analyze literature, including some of the following: psychological, feminist, new historical, cultural, Marxist, post-colonial, reader response.
- Articulate in both classroom discussion and written assignments their perspectives about both meaning and structure in a work of literature, and support their perspectives with specifics from the text.
- Provide evidence of effective writing strategies including planning, revision, proofreading, and reflection on writing choices.
- Write analytical, evaluative academic essays about literature which present interpretations and support them with evidence from texts.
- Use MLA citation to document references to texts.
- Locate, evaluate, and incorporate research from valid secondary sources in their academic essays.

Assignments and Grade Percentage / Points:

Essay 1: Fiction	15 pts.
Essay 2: Poetry	20 pts.
Essay 3: Drama	25 pts.
Response Questions	25 pts.
Class Participation	10 pts.
 Total	 100 pts.

Class Attendance Policy:

“Instructional staff assigned to all sections of credit bearing courses at Three Rivers are required to take attendance at each class meeting and retain accurate records of attendance for at least three calendar years. The manner in which attendance is taken is determined at the professional discretion of the instructor. In certain instances, these records are furnished to the Financial Aid Office and the International Student advisor.” Class attendance is expected. You are permitted 2 class absences. After 2 classes, you run the risk of failing the course and must contact me. Students are responsible for missed work and are not exempt from the late work policy.

Sexual Misconduct:

BOARD OF REGENTS FOR HIGHTER EDUCATION AND CONNECTICUT STATE COLLEGES AND UNIVERSITIES POLICY REGARDING SEXUAL MISCONDUCT REPORTING, SUPPORT SERVICES AND PROCESSES POLICY

Statement of Policy for Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus: “The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.”

UNITED STATES DEPARTMENT OF EDUCATION AND OFFICE OF CIVIL RIGHTS TITLE IX STATEMENT OF POLICY:

“Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX –

regardless of their sex, sexual orientation, gender identity, part-or full-time status, disability, race, or national origin-in all aspects of a recipient’s educational programs and activities.”

If any student experiences sexual misconduct or harassment, and/or racial or ethnic discrimination on Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please contact Edward A. Derr, the Diversity Officer and Title IX Coordinator: Edward A. Derr, Title IX Coordinator and Diversity Officer, Admissions Welcome Center * Office A116, 860.215.9255 * EDerr@trcc.commnet.edu

Students with Disabilities:

If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. Please note that accommodations cannot be provided until you provide written authorization from a DSP. **TRCC Disabilities Service Providers** Counseling & Advising Office Room A-119:

College Disabilities Service Provider	
<p>Matt Liscum, Counselor (860) 215-9265 Room A113</p>	<ul style="list-style-type: none"> • Learning Disabilities • ADD/ADHD • Autism Spectrum • Mental Health Disabilities
<p>Elizabeth Willcox, Advisor (860) 215-9289 Room A113</p>	<ul style="list-style-type: none"> • Medical Disabilities • Mobility Disabilities • Sensory Disability

Academic Integrity / Plagiarism Policy:

The effective operation of any organization is dependent on the honesty and goodwill of its members. In an organization devoted to the pursuit of knowledge, acting with integrity is essential to effective teaching and learning. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. To emphasize the importance of academic integrity, Three Rivers Community College adheres to the following policy in addition to the Student Discipline Policy, sections 2:10 and 3:1-10, as provided by the Board of Trustees of Connecticut Community Colleges. Since collaboration is central to the learning community, Three Rivers wishes to emphasize that this policy is not intended to discourage collaboration when appropriate, approved, and disclosed.

Withdrawal Policy:

After the last drop date specified in the academic calendar, students may withdraw from courses by completing the appropriate form which is available online or in any Student

Services Office. If necessary you can withdraw by phone by calling the Registrar's office. Withdrawals are accepted until the week before classes check the specific date in the academic calendar end –**December 11th** –. A grade of “W” will be entered for each course from which a student withdraws. The course(s) and grade “W” will appear on the student's transcript.

NF Grade:

The NF Grade is assigned to students when there is no basis for a grade. This would apply to students who never came to class as well as to those who didn't attend or participate long enough to be graded. The NF grade is used to distinguish between earned failures (F), official withdrawals (W) and students who stop attending or participating before there is a basis for a grade.

Digication Statement: Traditional Version

All students are required to maintain an online learning portfolio in Digication that uses the college template. Through this electronic tool students will have the opportunity to monitor their own growth in college-wide learning. The student will keep his/her learning portfolio and may continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. Student work reviewed for assessment purposes will not include names and all student work will remain private and anonymous for college improvement purposes. Students will have the ability to integrate learning from the classroom, college, and life in general, which will provide additional learning opportunities.

Class Cancellation Procedure:

In the event that I must cancel class due to sickness or personal emergency, I will contact the Academic Dean's office so that they can post the cancellation and discuss how I intend to make up the class time. The academic dean does not contact students when class is cancelled. To provide early warning for a cancellation I will email, so be certain that you have a **school assigned email** address on file with the registrar's, and not a personal one.

MyCommNet Alert: MyCommNet Alert is a system that sends text messages & emails to anyone signed up in the event of a campus emergency.

Assignments:

All assignments are to be typed, stapled and are due on the date noted on the syllabus. Students are required to come to class with the reading and/or the work completed, and prepared to hand it on the day noted on the syllabus.

Late Work:

Students are required to hand in all work, typed, double spaced, stapled and on time. All work that is not turned in at the scheduled day and time stated on the syllabus is considered late. After the assigned date students may only hand in late work the following class for an automatic 50% reduction before grading.

Course Calendar:

Week 1:

T 8.29 In class: Review syllabus, Ch. 51 "Critical Strategies for Reading " and Ch. 52 Reading and The Writing Process
 (1641) Academic writing: Introduction/ what
 (1663) constitutes literature? Serious Literature?
 Do you read literature? Why? Why not? How Often?
 What role does serious literature play in society? Intro to poetry/
 In class activity: close reading

Poetry

Week 2:

T 9.5 Reading due: Ch. 20 "Reading Poetry" (589-611), Ch. 34 "A Study of
 Julia Alvarez: The Author Reflects on Five Poems" (918-
 944)

 In class: Close Reading workshop on selected Alvarez poems in the
 study

 Handout: Essay one guidelines

Week 3:

T 9.12 Reading due: Ch. 21 "Writing About Poetry" (627-634), Ch. 22 "Word
 Choice, Word Order, and Tone" (635-644); Poems:
 "How I Discovered Poetry" (641), "Latin Night at the
 Pawnshop" (644), "Last Night" (650), "We Real
 Cool" (662), "In the Suburbs" (664)

 Writing due: Type the answers to "Considerations for Critical Thinking
 and Writing" questions for "We Real Cool" or "In the
 Suburbs"

 In class: literary analysis on diction and tone

Week 4:

T 9.19 Reading due: Ch. 24 "Figures of Speech" (688-698), Ch. 25 "Symbol,
 Allegory, and Irony" (710-719); Ch. 34 "A Cultural
 Case Study Harlem Renaissance Poets (959-989)

Writing due: Type the answers to "Considerations for Critical Thinking and Writing" questions for "America," "The Harlem Dancer," "I Want to Die While You Love Me," "The Negro Speaks of Rivers," "The Harlem" or Incident

In class: literary analysis on symbolism and irony

Week 6:

T 9.26 Away at Conference: No Class

Week 7:

T 10.3 In class: Peer edit workshop on Essay one (bring 3 copies of your draft)

Fiction

Week 8:

T 10.10 Writing due: Essay one

Reading due: Ch. 1 "Reading Fiction" (13-19) and Ch. 2 "Writing About Fiction" (46-55)

In class: Essay 2 guidelines

Week 9:

T 10.17 Reading due: Ch.3 "Plot" (66-76), Ch.4 "Character" (107-112); Short stories: "Killings" (89-101), "Girl" (114-115)

and Writing due: Type the answers to "Considerations for Critical Thinking and Writing" questions for "Killings"

In class: workshop on Plot, Character, Feminism & New Historical Criticism

Week 10

T 10.24 Reading due: Ch. 5 "Setting" (159-161), Ch. 6 "Point of View" (195-200),
Ch.7 (220-223); Short Stories: " Soldier's Home" (162-
167) "Battle Royal" (227-236)

Writing due: Type the answers to "Considerations for Critical Thinking
and Writing" questions for either short story

In class: workshop on Setting, POV, Symbolism; Cultural &
Marxist Criticism

Week 11:

T 11.31 Reading due: Ch. 8 "Theme" (247-250), Ch. 9 "Style, Tone, and Irony"
(272-276); Short Stories: "Famine" (263-271, "How To
Tell a True War Story" (488-496)

Writing due: Type the answers to "Considerations for Critical Thinking
and Writing" questions for either short story

In class: on Tone, Style, Combining the Elements; Psychological
criticism

Week 12:

T 11.7 In class: Peer edit workshop on Essay two (bring 3 copies of your
draft)

Drama

Week 13:

T 11.14 Writing due: Final draft of Essay two

Reading due: Ch. 42 (1077-1090) page range includes the play "Trifles"

In class: combining the elements workshop

Handout: Essay 3 guidelines

Week 14:

T 11. 21 Reading due: Ch. 43 "Writing About Drama" (1114-1116); "Fences"
(1590- 1638)

In class: combining the elements workshop

Week 15:

T 11.28 Reading due: Ch. 44 "A Study of Sophocles" (1120-1165) includes the
play" Oedipus The King"

In class: psychological criticism on "Oedipus The King"

Week 16:

T 12.5 In class: Peer edit workshop on Essay two (bring 3 copies of your
draft)

Week 17:

T 12.12 Writing due: Final paper hard copy and upload to digication

***Course Syllabus is tentative and may be subject to change**