

ENG K102 Literature and Composition

(spring 2017)

ONLINE

Instructor: Talvi Ansel

Instructor contact: through Messages in Blackboard

Syllabus

Important Notes: you will need to log in to the Blackboard website for this course frequently. Announcements will be posted on the main entry page, but you will also need to check the schedule and assignments notifications under Course Content. Print a copy of this syllabus so that you will have an extra copy on hand.

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.

Online Delivery

For this course, you must have frequent access to a networked computer to successfully navigate the class. We meet here, on Blackboard: you will need to use Blackboard to submit assignments, participate in discussion, upload and download files, use attachments, complete tests, access links to websites, and send messages. If you will not be able to access our Blackboard site a few times a week for a substantial amount of time, you should not be taking this online class. A mobile device (such as a SmartPhone) is not sufficient; you need to have access to a reliable, networked computer.

To successfully participate in an online course, you need to be extremely diligent about meeting deadlines. Assignments are posted to give you a reasonable amount of time to complete the work; it is your responsibility to complete the work and have access to a computer in order to meet the deadlines.

This semester, with the latest edition of Blackboard, we have received notice that students will not be able to use Chrome version 55 to take Blackboard online tests. Use either FireFox or Internet Explorer.

Required Texts

The Bedford Introduction to Literature. 11th. edition. Ed. Michael Meyer.

The book for this class has been ordered through the bookstore at Three Rivers Community College; feel free to order it at the bookstore of your choice—as long as you have it in time for the first assignments, and have purchased the 11th edition.

We will also occasionally be reading online materials & scanned materials available through Blackboard (location, websites will be announced by instructor.)

ENG 102 Course 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

Final Grades

Essay #1	20%
Essay #2	20%
Essay #3	20%
Short Assignments / Discussion forums	20%
Midterm Test	10%
Final Test	10%

Grade Scale

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72

D+ 67-69
D 63-66
D- 60-62
F 0-59

Short Assignments / Discussion forums

These short written assignments are designed to enrich the reading experience. Assignments will be announced in the appropriate Modules as the semester progresses. Late work will not be given credit. Discussion postings and short assignments will be assigned a point value. Percentage of points will determine grade. Online Discussions and Assignments require standard written English.

Completing the Discussions and Short Assignments will take considerable preparation and reading before you are ready to post your answers online. Be sure to look ahead on the schedule and give yourself several days in advance of the posting deadline to complete assignments.

Essays

3 formal essays based on the readings. The essays are to be typed and to follow MLA format and be saved and posted as a Word Document (Docx). You must submit links / copies of your sources with the essays. Topics to be announced (t.b.a.)

Essay #1: 4-6 pages. Assignment includes a polished first draft submitted for peer review, a post-write and / or reflection, and a final revised essay submitted for a grade.

Essay #2: 6-8 pages. Assignment includes a polished draft for peer review, a post-write and / or a reflection, and a final essay submitted for a grade.

Essay #3: 6-8 pages. Assignment includes a post-write and /or reflection, and a polished essay for grade.

Essays will be graded on purpose and thesis, organization and structure, development of ideas, diction and grammar, and documentation. If you miss a peer review (assigned a point value under Assignments) deadline, you cannot make up this process, and the missing work will negatively affect your grade.

You may revise essays 1 & 2 if you receive a grade lower than a C *and* you participated in the peer review: please contact me before revising. All revisions must be completed ten days after the graded essays are initially returned to you. Late essays may not be revised. Essay #3 may not be revised.

Please feel free to use the resources of the Writing Center through T.A.S.C. (Tutoring and Academic Success Centers located in C-117 at Three Rivers; and at trwritingcenter@trcc.comnet.edu). However, all work that you submit for this class must be your own original work.

Tests

2 tests will be given during the semester. The tests will cover the readings and literary terms. In order to do well on the tests, it is necessary that you do all of the readings and participate in discussions. Tests will be timed and due by a specific deadline.

Assignment Deadlines

IT IS ESSENTIAL THAT YOU REGULARLY CHECK MODULES FOR DEADLINES.

Plan ahead: an online class requires rigor, discipline, and planning; it is wise to set your own personal deadline well ahead of the actual deadline—that way you won't run into any last minute computer problems. (Not being able to get online is not an acceptable excuse for turning in work late; also, the discussions, and your fellow class members, suffer if everyone is trying to post their work at the last minute).

Due dates each week will normally be on Mondays and / or Thursdays by noon. There may be exceptions around holidays, so always be sure to check the Schedule and read Assignments in the Modules thoroughly. Consider setting your own personal deadline well before the actual due date to avoid last-minute problems that may prevent you from submitting your work on time. Directions for assignments will normally be available a week before the due date.

The college has set a scheduled maintenance time for Blackboard: Fridays from 2 a.m. to 6 a.m. You will not be able to access Blackboard at this time, please plan your schedule accordingly.

Work can be submitted as soon as the Module for that particular assignment is open and all prerequisite work is ready.

Late Work

In an online class, you are responsible for submitting your work on time; remember, the deadlines are by a certain time – submit early to accommodate your own schedule.

Final Drafts of *Essays 1 & 2* may be submitted *up to one week* after the due date, however they will be downgraded one full letter grade, and you will not have the benefit of peer review. Late essays may not be revised. Turning in an essay late may mean that you do not receive feedback in a timely manner in order to apply it to your next assignment. *Essay 3 may only be submitted one day late, but will be downgraded one letter grade—the end of the semester comes quickly, and I need to submit grades by a certain date.*

Late Short Assignments / Discussion / Forum responses will not receive credit.

Tests are due by a certain date and time. You are responsible for meeting the deadline.

Withdrawal Dates

You may officially withdraw at the Registrar's Office up until May 8th. Any student who stops participating and submitting work and has a failing average, but does not officially withdraw, will receive a grade of F for the course. Withdrawal grades may have a negative impact on

financial aid and academic progress. Please see an advisor before you withdraw.

UF (unearned F): This notation is awarded to students who were enrolled in a course, did not officially withdraw, but who failed to participate in course activities through the end of the term.

When saved on the grade roster, this notation will immediately convert to a regular grade of F on the student's transcript. It will be punitive and count in the GPA.

Religious Holy Days

from the TRCC Handbook:

Students have an obligation to notify their instructor in a timely manner regarding anticipated absences for religious observances (....) students may be required to request accommodations during the first week of an academic semester or within a prescribed period of time before the anticipated absence. Requests should be made in writing stating the reason of the request (...) the religious observance that poses the conflict and the date or dates of such holiday.

Classroom Decorum

In an online class, students are expected to follow the guidelines for respect of the College community as outlined in the TRCC Handbook:

students are expected to: Demonstrate respect for the College community by acting in accordance with published Board policies and College rules and regulations, demonstrate respect for the property for the College, demonstrate academic integrity, demonstrate respect for others, be truthful in all matters, comply with the directions of the College staff members, refrain from the unauthorized possession or use of weapons or dangerous instruments, refrain from knowingly possessing using, transferring, selling or being under the influence of any controlled substance, refrain from any unauthorized use of electronic or other devices to make an audio or video record of any person, and to conduct oneself in a civil and respectful manner, both within and outside the College.

Academic Integrity & Plagiarism

Students are expected to be honest in all academic work. Plagiarism means claiming of credit for work that is not your own, original work. Plagiarism is a serious offense and can result in failure of the assignment, and / or failure of the class, and / or a report to the administration and action such as suspension, expulsion, or notation on your permanent record. See the TRCC handbook for the policies on Academic Integrity:

“Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your best work; clearly document the sources of the material you use from others; and act at all times with honor.”

The work that you submit for this class must be your own written work, in your own words and writing. Please read pages 1699-1700 in our textbook about avoiding plagiarism.

Notice: In this course, we will make use of SafeAssign; it is a tool that detects work that is not original. Please read the following from the college:

ANTI-PLAGIARISM DETECTION SOFTWARE

SafeAssign, TurnItIn or other anti-plagiarism detection software products may be used in this course. Anti-plagiarism detection software products assist faculty and students in preventing and detecting plagiarism. Professors may utilize such software in order to check the originality of the academic work students submit in a course by comparing submitted papers to those contained in its database consisting of submitted papers and other sources. Anti-plagiarism detection software returns an “originality report” for each submission. The report is limited in scope to merely identifying passages that are not original to the author of the submitted work and which may include correctly cited quotations and information. Professors and students must carefully review such reports. No adverse action may be taken by a professor with respect to a student solely on the basis of an originality report which indicates the potential for plagiarism.

In this course you may be asked to submit your academic papers and other creative work containing personally identifiable information for originality reporting. By doing so, your work along with personally identifiable information will be retained in the product database and may be subsequently reported out containing your personally identifiable information not only to your professor, but also to professors of other universities and colleges within Connecticut State Colleges and Universities (CSCU) as part of subsequent originality reports.

You may decline to submit your work for originality reporting. If so, you must be provided an alternative method in which to submit your work. However, your professor, after removing your personally identifying information, may nonetheless submit limited portions of your academic work for originality reporting.

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.

College Disabilities Service Providers	
Matt Liscum, Counselor (860) 215-9265 Room A113	<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

Digication Statements for all TRCC Syllabi:

All students are required to maintain an online learning portfolio using a TRCC designed template. Through this electronic tool, students can see their own growth in college-wide learning. The student can keep and continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select random works to improve the college experience for all. No names will be attached to the assessment work; it will remain private and anonymous for college improvement purposes. In class outlines, students will find recommended assignments which support various college-wide learning abilities. The student will have a tool which can integrate their learning from the classroom, school, and life and allow for another opportunity of learning at TRCC! Students will be able to make multiple portfolios.

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:

Contacting the Instructor:

I can be contacted through Messages on our Blackboard site, but please remember that you may not get an immediate response. Also, remember that written communications with me are formal communications and should use the conventions of standard written English.

Email

Messages will usually be sent to you via the internal Message program in Blackboard. I may occasionally need to send you an email through MyComm-- please be sure you have updated your email address with the college.

Literature and Composition, Outline of Schedule

Notes: this is an outline, so that you can plan your schedule (and read ahead if you wish), *please refer to Modules under Course Content for full assignments* as the semester progresses. Be sure to read all of the information in the Modules: Modules will contain directions and due dates, important links, readings, and checklists.

Readings, unless otherwise noted, are in *The Bedford Introduction to Literature*, 11th ed. Use the index at the end of the book to find page numbers of stories. Use the Glossary, pgs.1716-1739, if there are literary terms you are not familiar with. “tba” = to be announced: check Modules.

(schedule subject to change at the discretion of the instructor).

INTRODUCTIONS:

Focus: Introduce yourself to the rest of the class, explore the Blackboard site for the class, introduction to fiction (John Updike and Kate Chopin).

Assignments:

Due by noon, Monday, January 23rd.

Introduce yourself to the class:

- Under Course Content, select the link for “Introductions”
- Follow the directions, and complete the Discussion assignment—which is to introduce yourself to the rest of the class.

Due by noon, Thursday, January 26th.

Introductory readings & two stories:

- Read: pp. 13-23 (reading fiction, includes Kate Chopin’s “The Story of an Hour” & a sample student paper), read John Updike’s “A & P.”
I have not given page numbers for the short stories: please look up the authors and titles in the index to find the page numbers.
- Read “Reader Response Criticism,” pp. 1659-1661.
- Read: “Feminist Criticism,” pp. 1655-1656.
- Also read the section in our textbook “Documenting Sources and Avoiding Plagiarism,” pp. 1699-1700.
- Start reading Herman Melville’s “Bartleby, the Scrivener” and the other stories due Feb. 2nd (see Fiction, Mod. 1 under Course Content).

Fiction Assignment #1 due.

UNIT 1, FICTION

Focus: The short story: elements, literary analysis, critical readings and supporting materials on the authors.

*****Fiction, Module 1**

Overview: Vocabulary used to discuss fiction; formal elements and how to apply them to short stories; stories by Poe, Walker, Cheever, Kincaid, and Melville.

Assignments:

Due by noon, Thursday, Feb. 2nd :

- Read: pp. 46-49 (from reading to writing), 66-75 (plot), 107-112 (characterization), 159-161 (setting), 195-200 (point of view), 220-223 (symbols), 247-250 (theme), 272-278 (style, tone, irony, includes Raymond Carver's "Popular Mechanics"), and the short stories: Edgar Allen Poe's "The Cask of Amontillado," Herman Melville's "Bartleby, the Scrivener," and the piece David McCall "On the Lawyer's Character in 'Bartleby, the Scrivener'" (pp 154-155), Alice Walker's "The Flowers," and Jamaica Kincaid's "Girl."
- Also read the handouts attached in this Module: Janet Burroway on plot; John Cheever's short story "Reunion," and the handout on point of view.
- Complete Fiction, Mod. 1 Assignment (directions for this assignment are in Fiction, Module 1, found under Course Content).

*****Fiction, Module 2**

Overview: Stories by Tim O'Brien, James Joyce, Maggie Mitchell, Ron Hansen, and Mark Halliday. Explicating passages, critical strategies, and historical contexts of Joyce's fiction.

Assignments:

Due by noon, Thursday February 9th.

- Read: Maggie Mitchell's "It Would Be Different If," Tim O'Brien's "How to Tell a True War Story," Ron Hansen's "My Kid's Dog," and James Joyce's "Eveline" and supplementary material on Joyce and Ireland pp. 430-447. Also read the passages on "New Historicist Criticism," "Cultural Criticism," and Feminist Criticism" pp. 1653-1656.
- Complete Fiction, Mod. 2 Assignment / Discussion

*****Fiction, Module 3**

Overview: In-depth studies of 2 writers: Flannery O'Connor and Dagoberto Gilb.

Due by noon, Thursday, February 16th :

- Read Flannery O'Connor's "Good Country People" and "A Good Man is Hard to Find," A Brief Biography and Introduction to O'Connor (pp 356-361) and commentary (pp 400-402). Read Dagoberto Gilb's "Love in L.A." and "Shout" and biography and introduction, (pp. 448-455), "On Writing 'Love in L.A.'" (460-462), "On Writing 'Shout'" (465-466).

- Complete Fiction, Mod. 3 Assignment / Discussion

*****Module 4, Fiction**

Overview: the writing process, writing about short stories. Essay topics, peer review of essays. *Essay assignments are due on Monday Feb. 20th, Thursday Feb. 23rd, and Thursday March 2nd. Poetry module 1st assignment is Monday, Feb. 27th.*

Assignments:

Due by noon, Monday, Feb. 20th:

- Read pp. 299-311 on writing about fiction: includes a sample essay and short story by David Updike. Also read p. 1676 on using quotations; pp. 1683-1688 on an analysis paper; pp. 1699-1706 on avoiding plagiarism and the correct format for a Works Cited; and attachment on MLA in this Module.
- Polished draft of Essay #1 due on assigned topics. Follow directions for submission outlined in the module.

Due by noon, Thurs., Feb. 23rd:

- Peer review comments on essays by two of your classmates. Follow directions for peer review. (Final Draft of the essay will be due by noon on Thurs. March 2nd., one week from today)

Due by noon, Thursday, March 2nd.

- Final draft of Essay 1. See directions in this Module for submitting your essay.

UNIT 2, POETRY

Focus: The Poem: elements, analysis, critical readings.

*****Poetry, Module 1**

Overview: Vocabulary used to discuss poetry; formal elements; open form / free verse; a selection of poems. Focus on word choice, images, figurative language (simile & metaphor), sound.

Assignments:

Due by noon on Monday, Feb. 27th.

- Reading due: see list of poems in this Module
- Complete Poetry Mod. 1, Discussion

(Don't forget: final draft of essay #1 is due by noon on Thursday, March 2nd. See Fiction, Module 4).

*****Midterm Test**

Due by noon, Thursday March 9th.

*****spring break** March 13th and March 16th: there will be no work due

*****Poetry, Module 2**

Overview: traditional forms in poetry: the sonnet and blank verse. Meter, rhyme, and more elements of poetry. Claude McKay and Robert Frost.

Assignments:

Due by noon, Thursday, March 23rd:

- Reading due: see list and attachments in this module.
- Complete Poetry, Mod. 2 Assignment / Discussion

*****Poetry, Module 3**

Overview: Focus on two poets: Emily Dickinson and Julia Alvarez. Critical commentary, historical and biographical contexts.

Assignments:

Due by noon, Thursday March 30th:

- Reading due: A Study of Julia Alvarez, pp. 918-943. A Study of Emily Dickinson, pp. 829-858.
- Complete Poetry Mod. 3, Discussion.

*****Poetry, Module 4**

Overview: Essay topics for poetry, writing critical essays, peer review of essays.
Work is due on Monday, April 3rd and Thursday, April 6th.

Assignments:

Due by noon, Monday, Apr. 3rd.

- Polished draft of essay 2, based on assigned essay topics. Follow guidelines for submitting.

Due by noon, Thursday, Apr. 6th.

- Peer review comments on essays by two of your classmates. Follow directions for peer review in this Module. (Final draft of Essay will be due by noon, Thursday, April 13th, one week from today.)

UNIT 3, DRAMA

Focus: contemporary and classic plays. Critical commentary. Historical contexts.

*****Drama, Module 1**

Overview: Introduction to drama; plays by Hollinger, Cooper, and Ibsen. Essay 2 final draft due. Note: assignments will be due on Mondays and Thursdays throughout the drama unit.

Assignments:

Due by noon, Monday, April 10th

- Reading due: Reading Drama pp 1077-1079; Hollinger “Naked Lunch” 1098-1101; Cooper “Mistaken Identity” 1469-1473.
- Read “Elements of Drama” pp. 1094-1095.
- Read 1353-1357 (on realism and modern drama) and Henrik Ibsen’s *A Doll House* Act I (pp 1357-1377).
- Drama Mod. 1, Discussion / Assignment due.

Due by noon, Thursday, April 13th

- **Essay 2, final draft due. Follow guidelines in this Module for submitting.**

*****Drama, Module 2**

Overview: Henrik Ibsen’s play *A Doll House*. Historical contexts of Ibsen’s work and critical strategies. In the Drama unit, Assignments will be due on Monday and Thursday.

Due by noon, Monday, April 17th.

- Finish reading Ibsen’s *A Doll House*, Acts II & III (pp. 1377-1406).
- Complete Drama Mod. 2 Assignment / Discussion

Due by noon, Thursday, April 20th.

- Reading due: commentary on the play (1413-1428), including “A Nineteenth Century Husband’s Letter to His Wife,” “A Marxist Approach to *A Doll House*, A Psychoanalytic Reading of Nora, & Is *A Doll House* a Feminist Text? and review pp. 1653-1655 on literary history criticism, Marxist criticism, and Feminist criticism.
- Go to the You Tube website, and watch part of a version of *A Doll House*, your choice.
- Watch Janet McTeer’s Charlie Rose interview on acting in *A Doll House* (this is also from You Tube—but will be linked in this module).
- Complete Drama Mod. 2 Assignment / Discussion 2

*****Drama, Module 3**

Overview: William Shakespeare’s *Hamlet*. Note: for *Hamlet*, short assignments and readings will be due on Mondays and Thursdays.

Assignments:

Due by noon, Monday, April 24th

- Read: *Hamlet* Acts I (pp. 1237-1261), pp. 1176-1180 (on Shakespeare) and 1124-1126 (on tragedy). Watch a version of Act 1 of *Hamlet* on YouTube
- Complete Drama Mod. 3 Discussion 1 / Assignment 1

Due by noon, Thursday, April 27th

- Read *Hamlet* Acts 2-3 (pp 1261-1301).
- Complete Drama, Mod. 3, Discussion 2 / Assignment 2

Due by noon, Monday, May 1st:

- Read *Hamlet* Acts 4-5 (finish the play). Read commentary on *Hamlet* t.b.a
- Continue to watch versions of *Hamlet* that are available to you.
- Complete Drama Mod. 3, Discussion 3 / Assignment 3

Due by noon, Thursday, May 4th:

- Read commentary on *Hamlet* t.b.a
- Complete Drama, Mod. 3, Discussion 4 / Assignment 4

Last day to drop class is May 8th.

*****Module 4, Drama**

Overview: Essay #3 and Final Test.

Assignments:

Due by noon, Monday, May 8th.

- **Essay 3, on Drama.**

Due by noon, Monday May 15th.

- **Final Test**