

Literature & Composition / Eng 102
Spring 2017

Judith D. Rametta, B.S., M.A.

Tuesday/Thursday 5:00 – 6:15 p.m. Room D222

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Office Hours Fridays by appointment (text or call in advance) or anytime by email – Office D205E

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.

Required Texts: No substitutions of different editions. Textbooks are mandatory and must be in your possession during class.

The Bedford Introduction to Literature, 11th Edition, Michael Meyer
(ISBN-13: 978-1319002183 / ISBN-10: 1319002188)

Learning Outcomes: Upon successful completion of ENG 102 – Literature and Composition:

- 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 and 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.

TRCC Department Guidelines

Writing Requirements

Students are encouraged to write more independently. It is recommended that students continue to incorporate the draft process into their writing experiences, however, students' final grades on each assignment reflect finished product, not process.

Guidelines:

- *20 pages of finished academic writing: at least 3 essays: one a minimum of 6-8 pages.*
- *The essays are to be independently written and researched to incorporate both primary (the text itself) and secondary (peer reviewed articles from TRCC literary databases) sources.*
- *In-class graded writing (exams, reading responses, in-class exercises etc.).*

Attendance, Class Participation, And Grading:

Consistent attendance at class meetings is crucial to your success in this course. **Absence will affect your attendance grade**, however, one absence may be excused at the instructor's discretion due to illness (doctor's note), active military, emergency police/fire service or a death in the immediate family (obit). Work and car trouble are not excused absences.

Please notify me if you have an emergency so that I can accommodate any makeup requirements. Otherwise, being absent is your choice and it is entirely up to you to find out what was covered. Grades are based on all work done in the course. **Assignments not completed will impact your final grade. Incompletes are not given.**

Homework & Quizzes	10%
- Reading and Lecture Content as well as Peer Review Work	
Attendance, Class Participation & Journal	10%
First Semester Essay / Reader Response	10%
Mid-Semester Exam	15%
Second Semester Paper / Critical Approach	20%
Third Semester Essay / Research	20%
Final Examination	15%

Late Work:

- Homework may only be submitted at the start of class. Quizzes are random and take place in the first 10 minutes of class – there are no make-ups for homework or quizzes.
- Late Papers: do not receive full credit, and are not accepted after one week past the due date. The final semester paper is not accepted late due to time restraints of grade submission.

To achieve a passing grade, you should:

- Attend class regularly (please do not arrive late, leave early or repeatedly leave and return while class is in session)
- Complete all reading and homework assignments on time
- Contribute regularly to class discussions
- Take time to think about what you have read and to prepare for class discussion and writing assignments

* **No Cell Phones should be seen or heard during class.**

Papers and Homework: Work must be submitted typed, in proper MLA formatting, and fully annotated. You should have all drafts and research available if requested by the instructor. **Modern Language Association Style (MLA 8th Edition):** When you use outside sources to write your research papers, use MLA style for documentation purposes (this includes electronic journals and the web). The textbook has sample sections on parenthetical documentation, and instructions for a Works Cited page. Online information: <http://owl.english.purdue.edu/owl/resource/747/01/>

Students MUST BE ABLE TO CHECK THEIR TRCC E-MAIL ADDRESS OR THE ADDRESS LISTED AS PRIMARY ON THEIR STUDENT PROFILE.

Name E-MAIL Attachments with your LASTNAME_FIRSTINITIAL (i.e. Rametta_J)

Students must complete 20 pages of written work during the semester in order to meet the requirements of this course and attain a passing grade – please take careful note of the guidelines for each assignment and all 3 papers must be submitted in order to pass the class.

The Writing Center/TASC / Free Writing Tutorials: Room: C117 (next to the Library). 860-215-9082. Email: TRWritingcenter@trcc.commnet.edu. Online tutoring: <http://www.etutoring.org/>

Intellectual Dishonesty: Cheating on exams and plagiarism of another's words or ideas will result in an automatic F for the test, paper, or for the entire course. *Whether conscious or unconscious, plagiarism is a serious academic offence.* Your textbook and the TRCC website provide ample ways to avoid plagiarizing another's work, words, or ideas. If you have any doubts, please see me.

Plagiarism is the unacknowledged use of another person's words or ideas in your writing. If you use any ideas, thoughts, writing, quotes, or even paraphrase some other writer's thinking, you must acknowledge that person.

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.

Instructors at the TRCC are committed to developing and actively protecting a class environment in which respect must be shown to everyone in order to facilitate and encourage the expression, testing, understanding, and creation of a variety of ideas and opinions. Rude, sarcastic, obscene, or disrespectful speech and disruptive behavior have a negative impact on everyone's learning and that person will be removed from the class. Alcohol or drug use is **NOT** permitted at any time.

Weather Cancellations: (see sign up tutorial below)

Call 860-215-9000 or go online to: www.trcc.commnet.edu. Class is only cancelled for weather or other emergencies if TRCC closes and you receive an alert. **The myCommnet Alert Notification System** will also be used to deliver important information to students, faculty, and staff regarding weather-related class cancellations. The system delivers both email messages, and text messages over cellular phones to those individuals who are register.

In the very unlikely event that I need to cancel class for any personal reason, I will notify the class via TRCC e-mail.

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.

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
Elizabeth Willcox, Advisor (860) 215-9289 Room A113	<ul style="list-style-type: none"> • Medical Disabilities • Mobility Disabilities • Sensory Disability

Please note that an instructor cannot provide disability accommodations until a student provides the necessary paperwork from the college's Office of Disability Services to the instructor. Also, accommodations take effect when the instructor receives the paperwork from a student, and accommodations will not be provided retroactively.

Digication Statement:

As a student, you will maintain an online learning portfolio using a TRCC designed template. Through this electronic tool, you can see your own growth in college-wide learning. It may even help you to find the major that is a match to you. You can keep this Digication account after graduation, too. A Three Rivers General Education Assessment Team will select random works and review them so that we can improve the college experience for all. Your name will not be attached to any of the assessment work; it is private. This tool will also be a "place" where you can connect your learning from the classroom, school, and life. Sometimes when you look at all of the work you have done and think about it, you learn something else. In Digication, you will be able to make other portfolios, too. It's like a file cabinet with the ability to have multiple but separate files. What is exciting about the electronic tool is when you look inside you will see you are developing in new ways! Look at your class outline to see what assignments to post into the TRCC Template; you may post your own choices, too. Have fun in learning!

College Withdrawal Policy:

A student who finds it necessary to discontinue a course once class has met must provide notice to the Registrar. Withdrawal forms are available at the Registrar's office, both on campus and at the Sub-base. Non-punitive "W" grades are assigned to withdrawal requests. Students who do not obtain an official withdrawal, but simply stop attending classes, run the risk of receiving an "F" grade for the course.

Weekly Syllabus: Jan 19th - Introduction and Organization: Review of Texts & Syllabus

Week 1 Critical Reading and Approaches - Reading Literature (Handout of Critical Approaches)

(Jan 24 – 26) **Benjamin Franklin** (1771) Excerpts from Autobiography - handout
Mark Twain (1895) “The Art of Authorship” and “How to Tell a Story” - handout
Michel Foucault (1970) “The Author Function” Excerpt – handout

Reading Fiction Responsively p. 13-14 **and**

From Reading to Writing p. 46-49 & 1663-1671

Kate Chopin “The Story of an Hour” p. 15 -19 (Close Reading & Note Taking)

In Class: The Elements of Fiction and the Short Story – Structure, Genre, Voice
(Assign Authors for Reader Response Essay)

Demo of Library Database and Discuss Incorporating Sources and Avoiding Plagiarism
 Visit Library - Research Sources for First Response Paper

Homework Due for Wk. 2 - Read & Take Written Notes in a Journal on the Short Stories
Writing: Short Responses to Questions 2-11 on p. 83-84 on Faulkner. (typed)
Writing: Proposal for first paper including bio information on author researched at library

Week 2 **William Faulkner** (1931) “A Rose for Emily p. 77-83 (Questions 2-11)
Raymond Carver (1981) “Popular Mechanics” p. 277 - 278

(Jan 31 –
 Feb 2)

In Class:

Sentence Skills, Modifiers & Verb Tense – Use of Present Tense & Declarative Voice

<http://www.jskogerboe.com/2010/01/21/i-believe-like-you-know-in-defense-of-the-declarative-voice/>

“i believe, like, you know? :: in defense of the declarative voice” by Joshua Skogerboe

Formatting – MLA Style <http://owl.english.purdue.edu/owl/resource/747/01/>

Developing a Thesis – (1663 - 1680) <http://owl.english.purdue.edu/owl/resource/545/01/>

Homework Due for Wk.3 – Read & Take Written Notes in a Journal on the Short Stories
Writing: Read Pages 1663-1694 - Quiz relating to this reading and the short stories.

Week 3 **Gail Godwin** (1971) “A Sorrowful Woman” p. 39-43
Tim O’Brien (1987) “How to Tell a True War Story” p. 488-496

(Feb 7 –
 Feb 9)

The Research Essay – p. 1694-1706

Critical Approaches p. 1641-1662 and 1671-1673

Create a Works Cited Page – p. 1694-1706 Sample p. 1710

<http://owl.english.purdue.edu/owl/resource/747/12/>

<http://owl.english.purdue.edu/owl/resource/747/05/>

In Class:

The Elements of Poetry – Voice, Structure, Symbol

Homework Due for Wk. 4 – Read Take Written Notes in a Journal on the Poetry
Writing: Thesis/Outline/Works Cited (FIRST) RESPONSE ESSAY / ASSIGNED AUTHORS
and Questions 1-3 of Roethke poem (typed)

No Class 2/14

Week 4 **William Shakespeare** (1609) "Like as the waves make towards the pebbled shore" <http://www.poetryfoundation.org/poem/174362>
 (Feb 16) **Walt Whitman** (1819-1892) "Song of Myself" (1-7, 21, 24, 43, 44, 47-52) (*Analysis one stanza from your perspective*) <http://www.daypoems.net/poems/1900.html>
Emily Dickerson (1863) "Because I could not stop for Death – " p. 847
Theodore Roethke (1948) "My Papa's Waltz" p.772 – (*Questions 1-3*)
Ruth Forman (1993) "Poetry Should Ride the Bus" p. 675-676
Sherman Alexie (2011) "The Facebook Sonnet" p. 784

In Class: Reading Poetry Responsively / (*Analysis – Reader Response of Alexie*)

Homework Due for Week 5 – Read & Take Written Notes in a Journal on "Trifles"

Writing: (FIRST) RESPONSE ESSAY / ASSIGNED AUTHORS

- Including Works Cited Page / Due through Blackboard no later than Noon on 2/20
- PAPERS MUST ALSO BE SUBMITTED TO DIGICATION – Remove Name & Class.

Week 5 Drama: **Susan Glaspell** (1916) "Trifles" p. 1080-1089
 (Feb 21 – 23) **Hollinger, Michael** (2003) "Naked Lunch" p. 1098 - 1101
 In Class:
 Elements of Drama – Character, Plot & Structure, Setting, Style & Theme
 Assign Group Topics & Critical Approach for (SECOND) Critical Essay

Homework for Week 6 – Review Notes and Assigned Reading for Mid-Term

Read & Take Written Notes in a Journal on "A Doll's House"

Writing: Begin Outline for 2nd Paper - Reading Notes Should Reflect Critical Approach

Week 6 Mid-Term Exam - Textbook and notes only - No online or outside sources
 (Feb 28 - March 2)

Homework for Wk. 7 – Read & Take Written Notes in a Journal on "A Doll's House"

Research (SECOND) CRITICAL ESSAY/ GROUP TOPICS & ORAL PRESENTATION

Writing: Works Cited and Outline for 2nd Critical Essay

Week 7 Drama: **Henrik Ibsen (1413)** "A Doll's House" p. 1358 - 1406
 (March 7 – 9) In Class: Discussion of "A Doll's House"

Spring Break 3/13 & 3/19

Homework for Wk. 8 – Re-Read "A Doll's House" p. 1358 - 1406

Writing: First Draft (SECOND) CRITICAL ESSAY/ GROUP TOPICS & ORAL PRESENTATION

Bring (4) Copies of First Draft - Due in class on 3/21

Week 8 Drama: **Henrik Ibsen (1413)** "A Doll's House" p. 1358 - 1406
 (March 21 – 23) In Class: Peer Reviews and individual time with Instructor

Homework for Wk. 9 – Rewrite & Proofread (SECOND) CRITICAL ESSAY

Write Group Intro / Practice Oral Presentations

(SECOND) CRITICAL ESSAY/ GROUP TOPICS & ORAL PRESENTATION

Due in Class at 5 pm – late arrivals not acceptable. (No e-mail needed).

Week 9 **Oral Presentations to Class** (Hand in Folders with Final Papers)
 (March 28 – 30)

Homework for Wk. 10 – Read & Take Written Notes in Journal on “The Birthmark” / “Young Goodman Brown” / “The Cask of Amontillado”

Writing: Hawthorne Questions 1-11 on page 409 (typed)

Week 10 **Nathaniel Hawthorne** (1843) “The Birthmark” p.339 – 349 (Questions 1-11 p.350)
 (April 4 – 6) **Nathaniel Hawthorne** (1835) “Young Goodman Brown” p.321 – 329
 Edgar Allen Poe (1844) “The Cask of Amontillado” p. 739 – 743
 In Class - *Brainstorm* (3) possible thesis statements for Semester Paper

Homework for Wk. 11 – Read & Take Written Notes - “The Love Song of J. Alfred Prufrock”
Writing: Thesis Statement, Outline & Works Cited for (THIRD) CRITICAL APPROACH RESEARCH ESSAY

Week 11 **Stephen Crane** (1899) “A Man Said to the Universe” p. 719
 (April 11 – 13) **T.S. Eliot** (1917) “The Love Song of J. Alfred Prufrock” p. 948-952
 In Class: Modernism Discussion
 In Class: Read Whitman “One’s Self I Sing” p. 1069 In-Class - Essay #1 on p. 952
 In Class: *Individual Review of Thesis Statements & Works Cited with Instructor*

Homework for Wk. 12 – Read & Take Written Notes on Hughes and Angelou
Writing: First Draft (THIRD PAPER) CRITICAL APPROACH RESEARCH ESSAY
(Bring 2 Paper Copies to Class on 4/18)

Week 12 **Langston Hughes** (1951) “Harlem” p. 983 and “The Negro Speaks of Rivers” p. 980
 (April 18 – 20) **Maya Angelou** (1975) “Still I Rise” <http://www.poemhunter.com/poem/still-i-rise/>
 In Class – *Partner Critiques (Bring 2 Copies of Critical Approach Research Essay Draft)*

Homework for Week 13 – Read & Take Written Notes on Poetry.
Writing: Continue (THIRD PAPER) CRITICAL APPROACH RESEARCH ESSAY

Week 13 **Robert Frost** (1915-1923) “The Road Not Taken” p. 871 / “Stopping by Woods
 (April 25 – 27) on a Snowy Evening” p. 881 / “Mending Wall” p. 874
 Linda Pastan (1932) “Marks” p. 705
 Charlotte Perkins Gilman (1899) “Queer People” p. 1052
 William Carlos Williams (1923) “The Red Wheelbarrow” p. 808

Homework for Wk. 14 - Select a Poem to Analyze and Share with Class
(Song lyrics are also poetry and can be chosen for this assignment)
Writing: Finish (THIRD PAPER) CRITICAL APPROACH RESEARCH ESSAY
– Due by Noon through blackboard on 5/2 (also bring a paper copy in class on 5/2)
– NO LATE PAPERS ACCEPTED

Week 14 Students Share Poetry and Analysis with class.
 (May 2 - 4) Review for Final *(Note: Last Day to Withdraw from Class in 5/8)*

Homework for Wk. 15 - Review for Final Exam

Week 15 Final Exam – TBD whether it will be e-mail or in-class.
 (May 9 – 11) Textbook and notes only - No online sources.

Note: Changes to Syllabus at Instructor’s Discretion.

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Reading and Writing - Class discussion is important to literary study, which is largely an interpretative art. We will share analysis in order to clarify and aid in the understanding of our reading, and also to hone the skill necessary for intelligent reading and interpretation. This is a cooperative exercise in problem solving, and we all lose if you are absent or do not contribute to the process. Students will be asked to respond to or present some aspect of the assigned reading to contribute to class discussion.

ATTENDANCE AND CLASS PARTICIPATION - (10%) - Weekly

Attendance is taken at the beginning and end of each class, and being absent at the beginning or end of class counts as an absence. Attendance points are earned for your attendance/participation in class.

HOMEWORK, ATTENDANCE AND CLASS PARTICIPATION - (10%) – Weekly

Homework and in class assignments are due in class and can only be handed in late with an excused absence. Sending homework via e-mail during or after the start of class time will not be accepted. In-class quizzes will occur to reinforce reading and determine proficiency of in class concepts gathered from note taking and discussion. Please put your name on all homework and put it in the class folder.

(FIRST) RESPONSE ESSAY / ASSIGNED AUTHORS - (10%)

Reader response to literature is the key to understanding and appreciating how a work relates to your own thoughts and impressions. Students will practice their writing skills, including the development of a thesis statement, by writing a **5-page** paper that will focus on the **reader response critical concept** (as discussed in class). Students may also choose to compare/contrast some literary element of two or more of the readings.

Students will choose a poem, short story or drama that highlight various authors and their work. This paper is from a reader response perspective and uses this critical approach to do an analysis of the piece from the reader's point of view. Secondly, it will also inform the reader of the background of the author and may include brief biographical info, highlights of his/her major works and achievements, influence of the author (American, European, Asian, etc.) and the historical context of the time period during which the author is writing. Brief plot summary may be incorporated to explain the characters (protagonist, antagonist, etc. and point of view (first person, third person, omniscient, etc.) but plot summary is not the focus of the paper. Please prepare a synopsis to present to the class on the date assigned to each student. All literary reference sources will be on a "Works Cited" page at the end of the paper. **FINAL PAPERS MUST ALSO BE SUBMITTED TO DIGICATION.**

Format:

1. **5 Pages**, typed, double-spaced, MLA documentation, 12pt. font (non script) and 1" margins.
2. You can rely on your textbook with 1 additional outside source, both will be listed on a Works Cited page (journal articles and books). Secondary sources are not a substitute for your own ideas or reading of the works. Paraphrasing and summarizing are always preferable to direct quotation. If you use more than two words of a source, you must use quotation marks. **Remember, too, that in your essay all ideas, whether paraphrased, summarized or quoted, must be documented according to MLA Style.**

MID-SEMESTER EXAM - (15%)

This will be a comprehensive mid-semester exam. It will be based on identifying passages and literary concepts from the various texts and a discussion of their relevance along with a short answer section that relates to ideas and concepts covered during the course of the first half of the semester. There will also questions relating directly to class notes and the assigned readings from the Norton textbook.

(SECOND) CRITICAL ESSAY/ GROUP TOPICS & ORAL PRESENTATION - (20%)

The second critical essay will involve further research of literary sources with at least 2 outside Sources (journal articles and books) as well as the textbook. Citation from each source is required on the written Works Cited page. Student will each choose a critical approach and write a paper with a length of **7-page paper per student**. Groups will be formed for the purpose of in class collaboration, peer review and collegial cooperation, however papers are graded independently.

Oral Interpretation of Literature and Peer Review are integral parts of this project. In this presentation, you should consider your audience and understand that a simple reading of your paper will be insufficient. Each group will be evaluated by the class, as well as by me, so please be creative. Presentations should incorporate audio and/or visual aids, such as power point, posters, handouts, audio clips, etc. **The presentations will be by group and last 15-20 minutes (5 minutes per presenter)**. You should be well organized, concise, and comprehensive, with an introduction, a thesis, and a conclusion. And of course, it requires practice for time constraints and for clarity before you present it to the class. Remember, too much text on a slide is distracting. Add information orally to what is on your slides and make it easy for your readers to follow.

Format:

1. **7 Pages**, typed, double-spaced, MLA documentation, 12pt. font (non script) and 1" margins.
2. You can rely on your text but at least 2 outside sources should be used and listed on a Works Cited page (journal articles and books). Secondary sources are not a substitute for your own ideas or reading of the works. Paraphrasing and summarizing are always preferable to long direct quotations. If you use more than two words of a source, you must use quotation marks. **Remember, too, that in your essay all ideas, whether paraphrased, summarized or quoted, must be documented according to MLA Style.**

(THIRD PAPER) CRITICAL APPROACH RESEARCH ESSAY – (20%)

This is a thesis driven paper that should contain a chosen critical approach and analysis of your choosing.

Whatever author and topic you choose, you must determine a position and express it as a thesis that is your own. Your thesis may be developed in a variety of ways including such as comparing/contrasting protagonists or themes from different texts. A written critical assessment of a text that begins with your thesis and the development of an argument supported by textual evidence, support from research of literary critics and an in-depth assessment of the literary text based on genre, author and historical context as well as a chosen critical approach.

Format:

1. **8 Pages**, typed, double-spaced, MLA documentation, 12pt. font (non script) and 1" margins.
2. You can rely on your text but at least 2 outside sources should be listed on a Works Cited page (journal articles and books). Secondary sources are not a substitute for your own ideas or reading of the works. Paraphrasing and summarizing are always preferable to long direct quotations. If you use more than two words of a source, you must use quotation marks and a citation. **Remember, too, that in your essay all ideas, whether paraphrased, summarized or quoted, must be documented according to MLA Style.**

FINAL EXAMINATION – 15%)

This will be a comprehensive final exam but focused on the readings in the second half of the semester. It will be based on identifying passages from the various texts and a discussion of their relevance along with a short essay answer section that relates to ideas and concepts covered during the course of the semester. There will also questions relating directly to class notes.

I understand all the previously explained requirements and realize that by continuing in this class I am indicating my acceptance of and compliance with these guidelines.

[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 own best work; clearly document the sources of the material you use from others; and act at all times with honor.]

Further, I pledge that I will not be given or will receive any unauthorized assistance in completing my assignments and I assert that the work I present in my assignments will be my own original efforts.

Name (sign) _____ Date _____

<p>Name & Address (Print):</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Telephone & E-Mail:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>I understand that I must check my e-mail on a regular basis (at least twice a week) and be able to send and receive some assignments for this class via e-mail.</p> <p>Initials _____</p>	<p>Note: Computers are available in the Computer lab at TRCC for students who do not have personal computers in their homes.</p>
<p>Degree:</p> <p>_____</p> <p>_____</p>	<p>English Courses Completed:</p> <p>_____</p> <p>_____</p>
<p>Areas of Academic Interest:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What are you hoping to study during this class? (Authors, Texts, Ideas)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>