

Three Rivers Community College  
English Department

E 102  
Literature & Composition  
Spring semester 2017  
MW 1:30-2:45  
D 224  
Credit Hours: 3  
Charles D. Timlin  
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Office Hours: by appointment

#### 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 TEXT

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

#### LEARNING OUTCOMES

Upon successful completion of this course, students should be able to:

Read and think critically

- Demonstrate an understanding of the connection between reading literature and critical thinking.
- Use the basic elements of formalist criticism to analyze a work of literature, including theme, tone, setting, point of view, characterization, plot, and figurative language.
- Recognize and use other critical strategies beyond formalism to analyze literature, including some of the following: psychological, feminist, new historical, cultural, Marxist, post-colonial, reader response.
- Distinguish how different critical theories affect interpretation and levels of meaning; recognize the validity of using different critical approaches in literary analysis.
- Demonstrate an understanding of the importance of reading literature presenting diverse perspectives.

- Formulate and articulate their own perspectives about both meaning and structure in a work of literature supported with specifics from the text.

Write critically and analytically

- Write responses that articulate their perspectives about both meaning and structure in a work of literature supported with specifics from the text.
- Write formal academic essays that articulate their arguments about both meaning and structure in a work of literature supported with specifics from the text.

Demonstrate information literacy

Further develop research skills by demonstrating an ability to:

- Recognize when it is appropriate to use outside sources
- Evaluate sources for accuracy, validity, and academic relevance
- Cite sources using MLA citation format
- Employ strategies for avoiding plagiarism

Apply the foundations of strong academic skills

- Identify the literary genres of poetry, fiction, and drama, and some of the forms and structures within those genres.
- Recognize how reading literature aids in the understanding of the human condition.
- Produce academic documents that adhere to MLA formatting conventions.
- Work with others to analyze literature and develop valid interpretations.
- Formulate questions that encourage critical thinking and a deeper understanding of literature.

## Course Requirements & Assessment

There will be occasional handout and internet readings. You are required to print a copy and bring to class any internet readings I assign.

Syllabus: You are responsible for keeping current on the assignments. NOTE: the assignments listed below for each day will be further explained in class. I will be sending you additional materials throughout the semester via email, especially regarding guidelines and expectations for writing the papers. You should be checking your TRCC email account several times a day.

Grades: Your course grade will be computed by the following criteria:

Three papers, 1200 words each	20 % each	= 60% of your course grade
Final Exam		= 20% of your course grade
Reading Quizzes and in class writings		= 15% of your course grade
Class preparation and participation		= 5% of your course grade

\*\*\* I will be giving you MUCH MORE DETAIL on the papers both in class and in RUBRICS emailed to you. You will be writing the papers in stages. Note the due dates in the Schedule of Assignments for when the various drafts of your papers are due.\*\*\*

Grading Rubric: All work will be graded on the letter scale: A+,A,A- through to D-, F

A note on class participation. It is one of the goals of this course to help you develop skills in expressing your understanding of ideas as they are conveyed in the readings and other materials, most notably your ability to read texts with understanding, to think about their ideas

and themes, and to vocalize in class your understanding and questions. You must become involved actively in your education, and I expect you to speak up frequently in class meetings.

Expectations and Policies:

Important Dates

Here is the link to the college calendar. It states the important dates for withdrawal along with the financial consequences of when you would do that. Also, it states all the important dates regarding grades and class meetings. We will go over these in class, and I will email you reminders of imminent important dates in my weekly email to you.

<http://catalog.threerivers.edu/content.php?catoid=2&navoid=84>

Attendance:

Attendance at class is critically important. You are expected to attend every class meeting. I will be taking attendance for each class meeting. Absences will have a negative effect on your grade. You are responsible for getting notes from a classmate for any class you meet. You will not have the opportunity to make up in class quizzes and writings, so you will have fewer grades to help your average course grade. A second class absence will result in you and I having a talk about your approach to the course as well as the effect upon your grade.

\*\*\*\*CELL PHONES MUST BE SILENT DURING CLASS AND NO TEXTING OR SURFING\*\*\*\*

Disabilities:

If you have a question regarding a disability that may affect your progress in this course, please contact one of the college's Disability Service Providers as soon as possible. Chris Scarborough (860-892-5751/Room A-119) generally works with students who have Learning Disabilities, Attention Deficit Disorder, or Asperger's Syndrome (Chris's position is part-time). Kathleen Gray (860-885-2328/Room A-119) generally works with students who have physical, visual, hearing, medical, mobility, or psychiatric disabilities.

v 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

"N" Grade Policy:

The N 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 N 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. In most cases there would be no basis for a grade for students who stop attending or participating before the 60% point. Like a withdrawal, the N grade does not get included in a student's GPA but does count as a non-completed course.

Academic Integrity Policy (revised 8 January 2003)

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 Connecticut State Colleges and Universities (ConnSCU) - Board of Regents for Higher Education. 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.

#### Definitions of Academic Dishonesty

General Definition  
(Student Discipline Policy, section 5.2.3, Expectations for Student Conduct, Connecticut State Colleges and Universities (ConnSCU) - Board of Regents for Higher Education.)

Academic Dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to (a) cheating on an examination, (b) collaborating with others in work to be presented, contrary to the stated rules of the course, (c) plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed, or otherwise obtained) as one's own, (d) stealing or having unauthorized access to examination or course materials, (e) falsifying records of laboratory or other data, (f) submitting, if contrary to the rules of a course, work previously presented in another course, and (g) knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Digication Learning Portfolio Requirements Through this electronic tool, you will have the opportunity to monitor your own growth in college-wide learning. It may even help you determine a major that is best suited to you. You will be able to keep and maintain your learning portfolio after graduation. Digication provides a "place" where you will connect your learning from the classroom, college, and life in general. Sometimes when you review all of the work you have done and think about it, you end up learning something different and perhaps unexpected. Please review your course outlines to determine what assignments to upload into the TRCC Digication template and please post your own choices, as well. Have fun in learning!

Schedule of Assignments \*\*\*Most Class Meetings Will Begin With A Short Reading Quiz or in class Writing Response\*\*\*

Jan. 23 Introductions, Syllabus, Class Expectations. How to read a short story. In class readings: Kate Chopin, "The Story of an Hour" (text);

Jan. 25- Nathaniel Hawthorne- "Young Goodman Brown" & "The Birthmark"; Two Complementary Readings of "The Birthmark"- Judith Fetterley's "A Feminist Reading of "The Birthmark" and Baldessarini's "A Psychological Reading".

Jan. 30- Ralph Ellison, "Battle Royal" (text)class will begin with an in class writing response to the stories. I will prompt you with an essay question.

Feb. 1-class will begin with an in class writing response to the Ellison story. I will prompt you with an essay question; intro to Flannery O'Connor

Feb. 6- Flannery O'Connor, "A Good Man Is Hard To Find".

Feb. 8- Read "Everything That Rises Must Converge" (internet link); read the WHOLE "Perspectives" section on O'Connor. In class writing on this story!

Feb. 13- Writing about war: Hemingway, "Soldier's Home".

Feb. 15- Tim O'Brien, "How to Tell a True War Story".

Feb. 22-You must come to class having selected a story we have not read from your text. We will use this class to work on the Introductory paragraph to a critical analysis paper. You will especially need to come up with a strong thesis.

Feb. 27- FIRST PAPER DUE IN CLASS!!! You will be required to share aloud with the class what story you selected and what you found yourself writing about it. Introduction to Poetry: please bring to class the lyrics of any five songs you love to listen to, especially for their lyrics. We will begin looking at poems in class.

Mar. 1- Emily Dickinson: read the WHOLE SECTION, pages 1037-1084. There will be an in class writing response.

Mar. 6- Continue Dickinson poems Frost: read the WHOLE SECTION, pages 1085-1122. Another short in class writing response.

Mar. 8- Robert Frost: read the WHOLE SECTION, pages 1085-1122. Another short in class writing response.

March 13-19: Spring Break

Mar. 20- Continue Robert Frost

Mar. 22- Langston Hughes- read his poems in the Harlem Renaissance section

Mar. 27- Billy Collins, read the Whole section!

Mar. 29- In class writing on a Billy Collins poem

Apr. 3- Student Selection Day! Each of you must come to class prepared to discuss any FIVE POEMS OF YOUR CHOOSING FROM THE TEXT. I will be giving you a grade based on my evaluation of how prepared you are to discuss the poems. First 500 words due in class for your paper on three poems of a poet you choose to read in more detail.

Apr. 5- SECOND PAPERS DUE ON POETRY. Introduction to Greek Drama. Begin in class.

Apr. 10-Introduction to Greek Drama. Begin Oedipus in class.

Apr. 12- Finish Oedipus. Discussions of the kinds of "lens readings" you can do on this play. Discuss paper topics for Antigone and begin gathering notes in class

Apr. 17- Continue Oedipus. Work on Introduction to your Third Paper.

Apr. 19- THIRD PAPER DUE; begin Fences in class.

Apr. 24- Finish Fences

Apr. 26- In class essay on Fences

May 1- Creative Nonfiction (reading will be an internet link)

May 3- " " " " " " "