

ENG 102: Literature and Composition SPRING 2017

MW 3:00-4:15pm Room D 228

Instructor: Susan M. Topping, Professor

e-mail: stopping@trcc.comnet.edu Phone: 860 215 9481

Office: C254 Office Hours: MW 1:45-2:45 pm, and 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. Eleventh edition. Ed. Michael Meyer.

LEARNING OUTCOMES

Upon successful completion of this course, 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

Essays

You will be asked to write three formal essays on topics generated from your reading and class discussions. Essays #1 and #2 will be a minimum of 5 pages (1250 words) in length; Essay #3 will be a minimum of 7-8 pages (17500-2000 words). Each essay will follow a different process:

Essay #1: i) essay proposal formally approved by me; ii) “As-Good-As-It-Gets” draft undergoes peer review; iv) instructor reads and comments; v) revise essay; vi) submit the entire packet of work (essay proposal, draft with my comments, post writes, peer review, final draft) for grade.

Essay #2: i) essay proposal formally approved by me; ii) “As-Good-As-It-Gets” draft undergoes peer review; iv) revise essay; v) submit the entire packet of work (essay

proposal, draft, peer review, final draft) for grade.

Essay #3: i) essay proposal formally approved by me; ii) write essay (preferably in drafts!) and submit for grade.

Although further, more specific criteria will be given out for each assignment, general guidelines are as follows: while it is important that you demonstrate your ability to respond to the readings, explore the draft process, and complete all assignments, all essays will be graded on the quality of the finished product which will take into account grammar, rhetorical strategies, and intellectual complexity, together with evidence of research skills, documentation, use of quotations and paraphrases, and ability to sustain an argument in clear prose. However, if you submit an incomplete packet, your grade will be impacted. In addition, if you miss a writing workshop day, or come to class without work for review, you cannot make up this work and this will negatively impact your grade.

Only those students who hand in the completed essay packet on time and receive a grade of C or below will have the option to revise the paper; however, all such re-writes must first be discussed with me during office hours. **Please note that if for some reason you are absent for peer review or on the day your written assignments are due, you must email me a copy of the assignment 15 minutes before class starts and hand in a paper copy before the next class; otherwise, I will assume that the work has not been completed, and thus, unless there are extenuating circumstances, the work will be a late submission.**

PLEASE NOTE:

- SUBMISSION OF **ALL** ASSIGNED WORK IS REQUIRED TO PASS THIS COURSE.
- ALL WORK MUST BE COMPLETED ON TIME, TYPED AND FOLLOW MLA FORMAT. LATE ESSAYS WILL NOT BE ACCEPTED.
- HOWEVER, IF THERE ARE EXTENUATING CIRCUMSTANCES, AND I RECEIVE PRIOR NOTIFICATION AND THE STUDENT MY WRITTEN APPROVAL, I WILL THEN ACCEPT LATE ESSAYS UP TO ONE CLASS PERIOD PAST THE DUE DATE. LATE ESSAYS WILL BE DOWNGRADED ONE FULL LETTER GRADE. LATE ESSAYS MAY NOT BE REVISED.
- I DO NOT ACCEPT EMAIL SUBMISSIONS; HARD COPIES ONLY!
- IN ADDITION, I REQUIRE THAT COPIES OF ANY SOURCES YOU USE OUTSIDE OF CLASS TEXTS BE SUBMITTED WITH ALL DRAFTS. I WILL NOT READ WORK SUBMITTED WITHOUT THESE COPIES.

Make-up Examinations

Should you miss an in-class exam, you will have one week to take the exam. You will be responsible for arranging the make-up with the Testing Center and advising me of those arrangements via email. You must include your full name, banner ID number, CRN, Course number and the day/time of your exam at least 24 hours before your appointment. There will be NO exceptions to this policy.

Reading Responses

At times you will be asked to reflect upon what you have read by writing a response that will be at least two typed pages in length (minimum 500 words). Although these responses may be fairly informal, I expect you to seriously engage in the ideas and issues the texts present. In addition to finding your own questions, I will at times provide you

with a question or ask you to respond to the questions asked after each selection in our text. Because your responses will be used in class to generate ideas about the literature we are reading, it is essential that they are completed on time. I will collect, read and mark the responses with either a check (✓) or check minus (✓-). All of the returned responses must be kept with your name, date and title of each literary work on each entry as I may collect them at the end of the semester. Late responses will not be accepted. Please follow MLA guidelines.

Class Participation

Constructive participation in both discussion and writers' workshop is expected; therefore, it is important that you come to class ready to discuss the reading and writing assignments. If you are not prepared, you will find it difficult to participate in class conversations and your work will reflect your lack of engagement.

FINAL GRADES

Essay #1	20%
Essay #2	25%
Essay #3	25%
In-class work and Reading Responses (including participation)	5%
In-class exams	25%

PLEASE NOTE: If I feel that the reading is not being done, I reserve the right to give pop quizzes/in-class writing assignments and will then adjust the final grades accordingly.

COURSE POLICY

Class Participation

Constructive participation in both discussion and writers' workshop is expected; therefore, it is important that you come to class ready to discuss the reading and writing assignments. If you are not prepared, you will find it difficult to participate in class conversations, and your work will reflect your lack of engagement. Please note that if for some reason you are absent for peer review or on the day your written assignments are due, you must email me a copy of the assignment 15 minutes before class starts and hand in a paper copy before the next class; otherwise, I will assume that the work has not been completed, and thus, unless there are extenuating circumstances, the work will not be accepted.

Attendance

Attendance is a requirement. Absences will have a negative impact on your grade. If you miss class, it is up to you to find out what you have missed and make up the work in whatever way you can.

Classroom Decorum

If you are late, leave class early, or allow your cell phone to ring, you are being disruptive. All cell phones and other electronic devices must be turned OFF before class begins. I expect you to come to class on time with all the necessary texts and remain in the classroom for the entire period. Constructive participation is expected, and disruptive behavior will have a negative impact on your grade.

Plagiarism

Plagiarism is the intentional use of someone else's words or ideas. It is a serious violation of academic standards that is subject to one or more of the following penalties: a failing grade for the paper; a failing grade for the course; a report to the administrative

authorities for appropriate action. Please familiarize yourself with the Academic Integrity policy in our online catalogue.

In addition, while I actively encourage you to seek help from the Writing Center or myself, I do not accept work that has received help from any other source including parents, siblings, significant others, etc. I expect you to accept full responsibility for the authorship of your written work.

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	
<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

TITLE IX

BOARD OF REGENTS FOR HIGHER 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
574 New London Turnpike, Norwich CT 06360
860.215.9255 * EDerr@trcc.commnet.edu

WITHDRAWAL FROM CLASS

Up to 5/8/2017 a student may officially withdraw at the Registrar's Office. A student who stops attending class, but does not officially withdraw, will receive an F for the course.

MESSAGES AND CONFERENCES

If you need to reach me, please call my office phone or email me at stopping@trcc.commnet.edu I am also available during office hours and look forward to meeting with you to discuss your work. If my office hours are not convenient for you, please make an appointment to see me at another time.

EMAIL COMMUNICATIONS

I encourage you to communicate with me via email; however, please be mindful that any email communication with me should be regarded as a formal communication, and thus, emails that do not follow standard written English conventions will be neither read nor replied to. In addition, although I usually respond to emails within 24-36 hours, if you send an email between late Friday and Sunday, I will respond beginning the following Monday.

Sign up for MyCommNet Alert!

myCommNet Alert is a system that sends text messages and emails to anyone signed up in the event of a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather.

All students are encouraged to sign up for myCommNet Alert. A tutorial is available on the Educational Technology and Distance Learning Students page of the web site: http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html

DIGICATION

All students are required to maintain an online learning portfolio in Digication that uses the college template.

EMAIL SUBMISSIONS

Unless otherwise stated, I do not accept email submissions; hard copies only!

ENG 102 TENTATIVE SCHEDULE OF ASSIGNMENTS

Reading assignments are from *The Bedford Introduction to Literature* unless otherwise noted.

WEEK 1

M 1/23 Introduction

W 1/25 Chapter 18 “Remarkably Short Short Stories” (529-42).

Writing Due: Reading Response: Answer ONE of the questions after ONE of the “short shorts” from the “Remarkably Short Stories” section. Do not choose one of the creative options!

WEEK 2

M 1/30 Reading Due: Introduction, Reading Fiction Responsively including “The Story of an Hour” (1-22); “The Paring Knife” (241).

W 2/2 Reading Due: Explorations and Formulas (23-29); “From *A Secret Sorrow*” (31); “A Sorrowful Woman” (39); Perspectives (44-5).

Writing Due: Reading Response: Both Kay Mussell (44) and Thomas Jefferson (45) work from the premise that what we read reflects and helps shape both our own worldview and our culture’s norms. What do you think about the relationship between text and worldview? Is there such a thing as pure entertainment?

WEEK 3

M 2/7 Reading Due: Explorations and Formulas (23-29); “From *A Secret Sorrow*” (31); “A Sorrowful Woman” (39); Perspectives (44-5).

W 2/9 Reading Due “Soldier’s Home” (187); “Eveline” (436); “Redeployment” (506).

Writing Due: Reading Response: Why does a particular character from either Godwin, Hemingway, Joyce, or Klay’s story make the choices that they do?

WEEK 4

M 2/13 Reading Due: “A Rose for Miss Emily” (99); Perspective (106-9); “If I Were a Man” (549).

W 2/15 Reading Due: “How to Be a Winner” (293); “Lust” (282) “A & P” (200).

Writing Due: Take a short quotation from any of the stories we have discussed and explicate it. Be sure to choose a quotation we have not covered in class, and be sure to embed the quote within a covering sentence and follow MLA form for all citations.

WEEK 5

M 2/20 NO CLASS PRESIDENTS’ DAY

W 2/22 Reading Due: “Combining the Elements of Fiction” including “Summer” (299-311); “Critical Strategies for Reading” (1641); “Reading and the Writing Process” (1663-1678).

Discuss Essay #1

WEEK 6

M 2/27 Chapter 15 A Study of Dagoberto Gilb (448-80).

Discussion cont.

W 3/1 **IN-CLASS EXAM #1**

Writing Due: Essay Proposal by email to stopping@trcc.commnet.edu by 11:00am

WEEK 7

M 3/6 Discussion cont.

W 3/8 **Writing Due: “As-good-as-it-gets” Draft Essay #1 Due.** Please bring 3 copies of your essay to class: Writing Workshop

WEEK 8

M 3/13 Introduction to Poetry

W 3/15 Work Due: Spend about an hour reading/browsing the poetry section of *Bedford*.
Come to class with the title, author's name and page # of two poems.

Writing Workshop

WEEK 9

SPRING BREAK March 13-19 NO CLASSES

WEEK 10

M 3/27 Reading Due: Poems from class-generated list.

W 3/29 Reading Due: Poems from class-generated list.

Writing Due: Essay #1 Due (final draft, draft with my comments, postwrites, peer review, sources marked according to directions if used)

Discuss Essay #2

WEEK 11

M 4/3 Poetry cont.

W 4/5 Poetry cont.

Writing Due: Essay #2 Proposal by 11:00am to stopping@trcc.comnet.edu

WEEK 12

M 4/10 Poetry cont.

W 4/12 **IN-CLASS EXAM #2**

WEEK 13

M 4/17 **Writing Due: "As-good-as-it-gets" draft Essay #2** Please bring 3 copies of your essay and the annotation to class

W 4/20 Introduction to Drama

WEEK 14

M 4/24 Introduction to Drama

W 4/28 Reading Due: "Reading Drama Responsively" including "Trifles" (1077-92).

Writing Due: Essay #2 Due (final draft, annotation, draft, postwrites, peer reviews, sources marked according to directions if used)

WEEK 15

M 5/1 Reading Due: *Antigone* (handout)

W 5/3 Discussion cont.

Discuss Essay #3

WEEK 16

M 5/8 Discussion cont.

W 5/9 Discussion cont.

WEEK 17

M 5/15 **LAST DAY OF CLASSES**

IN-CLASS EXAM #3

ESSAY #3 DUE