

# English 102: Literature and Composition

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TT 9:30-10:45  
TRCC E223

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## 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 these courses, 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 that 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

All assignments are due at the beginning of class, in hard copy form unless specified otherwise. If you know that you will be absent on the day an assignment is due, you will need to make prior arrangements to turn it in on time. You are responsible for any homework assignments given on days when you are absent.

Each of the three formal papers for this course centers on close, critical reading and the articulation of your original ideas. Essays 1 and 2 will be a minimum of five pages (1250 words) in length; Essay 3 will be a minimum of 6-8 pages (1500-2000 words).

## Reading

I expect you to read thoroughly and actively. You will need to set aside a considerable amount of time to give the readings the attention they demand. Always read with a pen or a pencil in your hand and write your responses to the text as you go. Come to class with comments and questions ready to contribute to our discussions.

## How You Will Be Graded

Essay #1	15% of final grade
Essay #2	20% of final grade
Essay #3	20% of final grade
Participation, attendance, in-class writing, informal homework	10% of final grade
Exams 1 and 2	20% of final grade (10% each)
Final exam	15% of final grade

Percentage Points	Letter Grade	GPA
93–100	A	4.0
90–92	A-	3.7
87–89	B+	3.3
83–86	B	3.0
80–82	B-	2.7
77–79	C+	2.3
73–76	C	2.0
70–72	C-	1.7
67–69	D+	1.3
63–66	D	1.0

60–62	D-	0.7
0–59	F	0

### **Attendance and Participation**

What you learn in this class depends very much on what you put into it. Class time will consist heavily of activities that depend on the involvement of every student.

This course is designed so that your regular and active attendance and participation is crucial to the success of the whole class and, moreover, contributes towards your final grade. If you are regularly absent, tardy, and/or underprepared, it will be very difficult for you to meet the goals of the course.

Your participation grade is determined by several factors:

- Attentive, respectful, and productive involvement in class discussions and activities. This includes in-class writing, which cannot be made up or handed in at a later date. Any use of technology that is not directly related to coursework is disrespectful to your classmates and will result in a deduction from your participation grade.
- Preparedness: Show up to class on time with your textbook and any assignments ready to hand in (remember to allow time before your assignments are due for technical difficulties). Complete all the required reading, take notes on your questions and comments, and be ready to contribute to discussions.
- Come to class on time. If you need to miss class because of a religious holiday, please let me know as early in the semester as possible. In the case of illness or emergency, and/or if you know of an upcoming extended absence, communicate with me as much and as early as possible, and provide any relevant documentation (doctor's notes, etc.). Remember that you are still responsible for any reading or writing assignment due on the day you are absent.

It is especially important for each class member to maintain a healthy and supportive classroom environment. This means that you must consciously work at being welcoming and curious about viewpoints other than your own, and that you be open to the possibilities of changing your own viewpoints.

### **Late Assignments**

This course emphasizes the importance of writing as a process, so it is important that you follow the schedule in order to give yourself time to complete all assignments thoroughly. All papers, drafts, and homework assignments are due at the beginning of class. Late papers will lose one half of a letter grade (A to A-, etc.) per day (not per class meeting) that they are late.

## Email and Communication

The more you communicate with me about your goals, concerns, frustrations, or challenges in this course, the better I can do my job. Please feel free to communicate openly, whether you have a pressing concern or not.

You can reach me most easily at [rtroeger@trcc.commnet.edu](mailto:rtroeger@trcc.commnet.edu). I will check my email periodically on weekdays between 9 and 5, and I will (most often) respond within 24 hours. To avoid technical or miscommunication problems, please use the following guidelines:

- Email me from your Three Rivers email account, not a personal account. Personal email addresses run the risk of being sent to my spam folder.
- Use the subject heading to indicate the subject of your email (for example, “draft 2 attached” or “Question regarding citation”).
- Include your full name.
- Use full sentences and correct grammar. Remember that any course-related communication is professional writing.

## 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. Non punitive “W” grades are assigned to withdrawal requests. An instructor’s signature is required after the deadline has passed. No withdrawals are permitted after the last class preceding the final exam. Students who do not obtain an official withdrawal, but simply stop attending classes, run the risk of receiving an “F” grade for the course.

## Important Course Dates and Withdrawal From Class:

<b>Jan 25</b>	Last day for registered students to add a class
<b>Feb 1</b>	Last Day to Drop Classes for Partial Tuition Refund
<b>Feb 16</b>	Last Day to Select Audit Option
<b>Feb 17-20</b>	<b>Lincoln’s and Washington’s Birthday Observed: Classes not in session</b>
<b>Mar 13-19</b>	<b>Spring Break: Classes not in session</b>
<b>Mar 30</b>	Last Day to Select Pass/Fail Option
<b>May 4</b>	Reading/make-up day
<b>May 8</b>	Last Day to Withdraw from Classes
<b>May 15</b>	Last Day of Classes
<b>May 24</b>	Grades available on the web

Up to May 8, students may officially withdraw from the class at the Registrar’s Office (A-115). *Any student who does not officially withdraw and does not attend classes will receive an “F” for the course.*

## 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"><li>• Learning Disabilities</li><li>• ADD/ADHD</li><li>• Autism Spectrum</li><li>• Mental Health Disabilities</li></ul>
Elizabeth Willcox, Advisor (860) 215-9289 Room A113	<ul style="list-style-type: none"><li>• Medical Disabilities</li><li>• Mobility Disabilities</li><li>• Sensory Disability</li></ul>

## Plagiarism and Academic Integrity

The Three Rivers CC 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.

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.

Students who plagiarize material sometimes do not realize they are doing it. I will teach you proper citation methods and make sure that you know how to use sources in your writing productively, but it is ultimately your responsibility to understand this and come to me with any questions. If I find plagiarized material in a final draft – even if you don't realize you were misusing a source, if I never mentioned that type of plagiarism in class, or if I'd already seen several drafts of the same paper and didn't catch it – it will mean a zero grade for the paper on the first offense, and failure in the course for the second offense. If you are not sure about the way you are using a source, err on the side of caution and ask me.

### **Digication Learning Portfolio Requirements**

As a student you will maintain an online learning portfolio using a college-designed template in Digication. 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. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. If your work is selected and reviewed for assessment purposes, it will remain anonymous and private. 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!

### **The Writing Center/TASC:**

The mission of the TRCC Writing Center is to give all students the tools and support they need to be successful and independent academic writers. They offer a range of services for students, faculty and staff covering four basic areas: walk-in and reserved appointments, classroom presentations, writing resources, and e-mail paper submission. I strongly recommend that you take advantage of their services.

[www.threerivers.edu/Div\\_academics/TASC/WritingCenter/WritingCenter.shtml](http://www.threerivers.edu/Div_academics/TASC/WritingCenter/WritingCenter.shtml)

Room: C117 (next to the Library).

Phone: 860-215-9082

Email: [TRWritingcenter@trcc.commnet.edu](mailto:TRWritingcenter@trcc.commnet.edu).

Online tutoring: <http://www.etutoring.org/>

## **Donald R. Welter Library**

The Library is open Monday–Thursday from 8:30 AM to 8 PM and Friday from 8:30 AM to 3 PM. It is closed on Saturdays and Sundays. The Circulation & Information Desk can be reached at (860) 215-9051. For more information, visit the Library’s website at [http://threerivers.edu/Div\\_IT/Library/Library.shtml](http://threerivers.edu/Div_IT/Library/Library.shtml).

## **Computer Labs**

In addition to the Writing Center’s Tutoring Lab and the Library, an open computer lab can be found in E112. Its hours of operation are Monday–Thursday 9 AM to 9 PM and Friday 9 AM to 6 PM. For more information, search for “computer lab” on TRCC’s website.

## **Printing**

Students can print from the open computer lab and the Library. Each semester a printer quota of 500 sheets is put in place. Once they have printed out 500 copies, may purchase additional pages at \$.05/page. Forms are available in the IT office (C113), Library (C119) and the Open Lab (E112).

## **Special Statement on Your Title IX Rights:**

### **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  
574 New London Turnpike, Norwich CT 06360  
860.215.9255 \* [EDerr@trcc.commnet.edu](mailto:EDerr@trcc.commnet.edu)



## Course Schedule

**All readings are from *The Bedford Introduction to Literature*, 11<sup>th</sup> edition.**

### Week 1

Tuesday 1/19 Introduction to the course, in-class writing

### Week 2

Tuesday 1/24 Strategies for effective reading. Read Introduction: Reading Imaginative Literature, 1-7; Reading Fiction Responsively, 13-19; Reading and the Writing Process, 1663-1672. **Email assignment due.**

Thursday 1/26 "The Flowers," 76-77; "If I Were A Man," 549-552; Character, 107-112; Point of View, 195-200. **Evidence of active reading due.**

### Week 3

Tuesday 1/31 "A Critical Case Study: William Faulkner's 'Barn Burning,'" 403-429; writing about fiction, 46-49; Critical strategies for reading, 1641-1662

Thursday 2/2 Critical strategies for reading, continued. **Paper #1 Prewriting due.**

### Week 4

Tuesday 2/7 "Bartleby, The Scrivener," 129-153; Symbolism, 220-223; Theme, 247-250.

Thursday 2/9 Style, Tone, and Irony, 272-276. "Bartleby, The Scrivener," continued.

### Week 5

Tuesday 2/14 "How To Tell A True War Story," 488-496. **Essay #1 Proposal Due.**

Thursday, 2/16 Chapter 15: A Study of Dagoberto Gilb, 448-480; "Girl," 114-115.

### Week 6

Tuesday 2/21 **Essay #1 First Draft due in class.**

Thursday 2/23 Review all readings for exam, come in with questions ready for discussion.

### Week 7

Tuesday 2/28

Thursday 3/2

### **Exam #1**

Introduction to poetry. Skim poetry section, p. 587-1072; select ten poems you'd like to discuss in class. **Written list of ten poems due in class.**

### Week 8

Tuesday 3/7                      Reading Poetry, 589-611; Word Choice, Word Order, and Tone, 635-651. **Essay #1 due via Blackboard.**  
Thursday 3/9                      Figures of Speech, 688-698.

### **Spring Break**

#### Week 9

Tuesday 3/21                      Symbol, Allegory, and Irony, 710-719  
Thursday 3/23                      Sounds, 730-742

#### Week 10

Tuesday 3/28                      Patterns of Rhythm, 754-762; **Essay #2 Proposal Due**  
Thursday 3/30                      Poetic Forms, 775-800; Open Form, 801-816

#### Week 11

Tuesday 4/4                      **Essay #2 Draft** due in class.  
Thursday 4/6                      Review all poetry readings for exam, come in with questions ready for discussion.

#### Week 12

Tuesday 4/11                      **Exam #2**  
Thursday 4/13                      Introduction to drama: Read Introduction to "Reading Drama," 1077-81; "The Reprimand," 1466-68

#### Week 13

Tuesday 4/18                      **Essay #2 Due via Blackboard.** Read "Mistaken Identity," 1469-73; "Playwriting 101: "The Rooftop Lesson," 1476-83  
Thursday 4/20                      "Fences," 1589-1637

#### Week 14

Tuesday 4/25                      "Fences," continued  
Thursday 4/27                      **Essay #3 Proposal due.** Read "No Child..." 1565-1582

#### Week 15

Tuesday 5/2                      "No Child..." continued  
Thursday 5/4                      Reading/make-up day: Office hours for writing conferences.

#### Week 16

Tuesday 5/9                      Review all readings for exam  
Thursday 5/11                      **Exam #3; Essay #3 due via Blackboard**