

# THREE RIVERS COMMUNITY COLLEGE

## ENG K102 Literature and Composition Spring 2015

### SYLLABUS

**Instructor:** Christine Crutchfield

**Time and Place:** MWF 11:00-11:50 a.m. Room D215

**Office Hours:** I will gladly meet with you after class to address any questions or by appointment

**Instructor's Phone:** TBD

**Instructor's Email:** ccrutchfield@nvcc.commnet.edu

**Required Textbooks:** *The Bedford Introduction to Literature*. Tenth edition. Ed. Michael Meyer.

**COURSE DESCRIPTION:** (3 credits) Students learn 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. Prerequisite: ENG K101.

**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 AND GRADING:** In this course you will be writing two 5-6 page essays, one 6-8 page essay incorporating outside sources, and several journal responses. You are also required to take an exam on each portion of the class – fiction, poetry, and drama. In addition, there will be quizzes on terms, and potentially quizzes on the readings, if need be. **Deadlines are very important: please pay attention to the syllabus and meet deadlines as imposed.** I will accept late essays, but your grade will automatically be lowered one letter (i.e., A to a B) for each class period late. Journal responses may not be made up. Exams and terms quizzes may be made up. Class participation will make the class more enjoyable and instructional.

The grade breakdown is as follows:

Reading Responses/Homework/Classwork	15%
Essays	50% (15% each on essays 1&2; 20% on essay 3)
Quizzes	5%
Fiction, Poetry and Drama Exams	30% (10% each)

**ATTENDANCE** will be taken at the beginning of each class. Regular attendance and active participation are important parts of this course. To miss even one class is to significantly decrease your chances of benefiting from the course, and missing more than one class will definitely affect your grade. Much of what we will be doing in this class simply cannot be made up. In the event that you do miss a class, contact one of your classmates or me for any assignment information. As previously stated, class participation matters and counts toward your final grade. **Please note that an absence does not result in new deadlines.** You are responsible for keeping up with assignments and emailing me any assignments in your absence, or any work you hand in when you return will count as being late. For absences due to extenuating circumstances, **it is your responsibility to contact me.** Please note that if for some reason you are absent for peer review, you must email me a copy of the assignment 15 minutes before class starts; otherwise, I will assume that the work has not been completed, and thus, unless there are extenuating circumstances, the work will not be accepted.

**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 your GPA but does count as a non-completed course. **A student may officially withdraw at the Registrar's Office up to 05/11/2015.**

**CLASSROOM DECORUM:** A quiet place and uninterrupted time are essential to preserve your creative thought process and allow for the continuity of your writing. Be respectful of other students' need to use the class time efficiently. Please be on time. A late arrival is disruptive and disrespectful. Assume personal responsibility for your education through your efforts, diligence and

hard work. Bring your book to class. Prepare for each class. Learn to schedule important matters (i.e., this class) into your weekly schedule. **PLEASE TURN OFF ALL CELL PHONES** and/or any other electronic devices. Be respectful of other students' right to ask questions and express opinions. Pay attention to the speaker, as private conversations are disruptive and disrespectful to me and your classmates. Help nurture a learning environment where we learn from each other's differences and experiences.

**ACADEMIC HONESTY/PLAGIARISM AND ITS PENALTIES:** 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. For the first occurrence, the student will receive a grade of zero for the assignment and written notification will be given to the Dean of Students. The second occurrence will result in failure for the course and written notification to the Dean of Students.

**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.

<b>TRCC Disabilities Service Providers</b> Counseling & Advising Office Room A-119	
<b>Matt Liscum</b> (860) 215-9265	<ul style="list-style-type: none"> <li>· Physical Disabilities</li> <li>· Sensory Disabilities</li> <li>· Medical Disabilities</li> <li>· Mental Health Disabilities</li> </ul>
<b>Chris Scarborough</b> (860) 215-9289	<ul style="list-style-type: none"> <li>· Learning Disabilities</li> <li>· ADD/ADHD</li> <li>· Autism Spectrum</li> </ul>

**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.comnet.edu/div\\_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html](http://www.trcc.comnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html)

**DIGICATION:** 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!

**TUTORING:** All students seeking TUTORING are encouraged to use the Writing Center, located in C-117 on the main campus for help with essays. Extra help is always available with me before or after class and by appointment.

### **TENTATIVE COURSE SCHEDULE**

**F 1/23** Introduction to the Course and Syllabus Review

**M 1/26** In-Class Writing on the Value of Literature  
Discuss Setting

**W 1/28** Discuss Characterization/Conflict/POV and “The Story of an Hour”

**F 1/30 Literary Term Quiz 1**  
Discuss Figurative Language/Theme/Irony

**M 2/2** Discuss “A Sorrowful Woman”

**W 2/4** Discuss Critical Theory

**F 2/6** Discuss “A Rose for Emily”

**M 2/9** Discuss “How to Date a Browngirl, Blackgirl, Whitegirl, Halfie”

**W 2/11** Discuss “Soldier’s Home”

**F 2/13** Discuss “IND AFF”

**M 2/16 Holiday - No Class**

**W 2/18** Discuss “A&P”

**F 2/20** Discuss “The Hand”

**M 2/23** Discuss “Battle Royale”

**W 2/25** Discuss “The Paring Knife”

**F 2/27** Discuss “Love in L.A.”

**M 3/2 Fiction Exam**

**W 3/4 Essay 1 Rough Draft Due**

**F 3/6 Essay 1 Workshop**

**M 3/9 Essay 1 Due**

“One Today” Richard Blanco and groupwork

**W 3/11 Literary Term Quiz 2**

Discuss Meter/Line Breaks/Diction/Form/Sound

**F 3/13** Discuss “Introduction to Poetry” Billy Collins, “Catch” Robert Francis, and “How I Discovered Poetry” Marilyn Nelson.

**M 3/16 Spring Break**

**W 3/18 Spring Break**

**F 3/20 Spring Break**

**M 3/23** Discuss Sonnet form, “Shall I Compare Thee to a Summer’s Day” William Shakespeare, “My mistress’ eyes are nothing like the sun” William Shakespeare, and “What lips my lips have kissed and where and why” Edna St. Vincent Millay.

**W 3/25** Discuss “We Real Cool” Gwendolyn Brooks, “Harlem” Langston Hughes, “In a Station of the Metro” Ezra Pound, “you fit into me” Margaret Atwood, and “The Red Wheelbarrow” William Carlos Williams

**F 3/27** Discuss “Back When All Was Continuous Chuckles” Colette Inez, “Hazel Tells Laverne” Katharyn Howd Machan, “Latin Night at the Pawn Shop” Martín Espada, and “anyone lived in a pretty how town” e.e. cummings.

**M 3/30** Discuss “One Art” Elizabeth Bishop, “Do Not Go Gentle into That Good Night” Dylan Thomas, “To His Coy Mistress” Andrew Marvell, and “Marvell Noir” Ann Lauinger.

**W 4/1** Discuss “The Colonel” Carolyn Forché, “Conversation” Ai, “Dusting” Julia Alvarez, and “How I Got That Name” Marilyn Chin.

**F 4/3 Holiday - No Class**

**M 4/6** Discuss “What’s Broken” Dorianne Laux, “Want Bone” Robert Pinsky, “New Year’s Day” Kim Addonizio, and “Root Cellar” Theodore Roethke.

**W 4/8** Discuss “The Love Song of J. Alfred Prufrock” T.S. Eliot

**F 4/10 Slam Poetry**

**M 4/13 Poetry Exam**

**W 4/15 Rough Draft of Essay #2 Due**

**F 4/17 Essay #2 Workshop**

**M 4/20 Essay #2 Due**  
Discuss "Trifles"

**W 4/22 Literary Term Quiz 3**  
Discuss "Naked Lunch"

**F 4/24** Discuss "The Pitch"

**M 4/27** Discuss *A Midsummer Night's Dream* Act 1

**W 4/29** Discuss *A Midsummer Night's Dream* Act 2

**F 5/1** Discuss *A Midsummer Night's Dream* Act 3

**M 5/4** Discuss *A Midsummer Night's Dream* Act 4

**W 5/6** Discuss *A Midsummer Night's Dream* Act 5

**F 5/8** Watch *A Midsummer Night's Dream*

**M 5/11** Watch *A Midsummer Night's Dream*

**W 5/13** Watch *A Midsummer Night's Dream*

**F 5/15 Essay 3 Due**

**M 5/18 Drama Exam**