

ENG* K210 Fiction TR 2:30-3:00pm Room D222
Instructor: Prof. Susan M. Topping
Office: Phone: 860 215 9481 e-mail: stopping@trcc.commnet.edu
Office Hours: TR 12:00-12:45pm, and by appointment

COURSE DESCRIPTION

This course surveys the elements, structure, technique and evolution of the novel in the Western literary tradition. Writing assignments will stress critical analysis including the incorporation of various critical approaches.

Prerequisite: ENG *102 or permission of the instructor.

COURSE TEXTS

The Great Gatsby. F. Scott Fitzgerald.

Wolf Hall. Hilary Mantel.

The Moonstone. Wilkie Collins

Station Eleven. Emily St. John.

We will also be adding one or two more novels after our first few classes. I will give you a list (i.e. I am considering Toni Morrison's *Beloved*, Mary Shelley's *Frankenstein*, Palahunik's *Fight Club*, Virginia Woolf's *Orlando*, Foer's *Extremely Loud and Incredibly Close* etc.), but I also welcome your suggestions for the additional novel(s), so please email me your suggestions by 2/4/2016, and we will decide by 2/11/2016.

LEARNING OUTCOMES

At the completion of ENG 210, students should be able to:

1. Demonstrate an understanding of the elements, structure and techniques of the novel.
2. Demonstrate an understanding of the evolution of the novel form.
3. Demonstrate an understanding of the relationship between narrative structure and content and historic and cultural contexts.
4. Demonstrate an understanding of the ways in which literary texts may be seen to respond to and influence society and culture.
5. Strengthen the ability to use the basic elements of formalist criticism to deepen literary understanding;
6. Use various and appropriate critical strategies to analyze and interpret texts.
7. Strengthen the ability to distinguish how different critical theories affect interpretation and levels of meaning, and to recognize the validity of differing interpretations;
8. Locate, evaluate, and incorporate research from secondary sources into both class discussion and written work;
9. Articulate in both classroom discussion and written assignments their perspectives about both meaning and structure in a work of fiction, and support those perspectives with specifics from the text;
10. Write analytical, evaluative, academic essays about fiction which present interpretations, and support them with evidence from texts.

ASSIGNMENTS AND GRADING

Essays

You will be asked to write two formal academic essays (Essays #1 and 3) on topics generated from your reading and class discussions. Although Essay #2 will be somewhat less formal, all essays must follow MLA form. I will assign essay topics, but students may also generate their own essay topics; however, all student-generated topics must gain my approval in writing. I will not read any essay on a topic that I have not formally approved.

PLEASE NOTE: While secondary sources may be used for any essay, copies of all outside sources, clearly marked according to instructions, must be submitted with the essay. I will not grade any essay that uses secondary sources if copies are not submitted, and the essay will receive a late penalty.

READING RESPONSES, IN-CLASS WORK, and PARTICIPATION

Reading responses:

At times I will ask you to reflect upon a particular reading assignment 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 or our class discussions present. Reading responses are neither essays nor summaries; they are a place for you to focus on an issue and start generating ideas. Use them as a way to frame an approach, articulate a question, or explore a particular idea. Do not think about them as finished or polished pieces of work as they are primarily a way to think about what you are thinking. Thus, I am more interested in your ideas than the ways you are presenting them; however, I must be able to follow your patterns of thought, so do proofread them. I generally do not read for technical problems, and so a check mark, or check minus, should not be seen to reflect your expository writing abilities—it merely serves to record credit received. Remember that it shouldn't take more than about 45 minutes to produce a response that reflects evidence of engaged thinking.

In-class work:

In addition to small and large group work, I will also at times ask you to do a brief in-class writing assignment that may be used to generate in-class discussion. I will collect these assignments and grade them as reading responses.

PLEASE NOTE: Neither reading responses nor in-class assignments can be handed in late.

Participation:

Constructive participation in both discussion and peer review 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 (5-7 pages)

25%

Essay #2 (6 pages in total)	25%
Essay #3 (8-10 pages)	35%
Final in-class essay	15%
Reading responses, in-class work, and participation	10%

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.

REQUIREMENTS:

- 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 BE ACCEPTED UP TO ONE CLASS PERIOD PAST THE DUE DATE BUT MAY BE DOWNGRADED ONE FULL LETTER GRADE.
- I DO NOT ACCEPT EMAIL SUBMISSIONS; HARD COPIES ONLY!
- I MUST SEE THE WORK IN PROGRESS AND WILL NOT ACCEPT ANY SUBMISSIONS FOR GRADE THAT HAVE NOT GONE THROUGH PEER REVIEW.
- 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.

COURSE POLICY

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.

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

WITHDRAWAL FROM CLASS

Up to 5/9/2016 a student may officially withdraw at the Registrar’s Office.

MESSAGES AND CONFERENCES

If you need to reach me, please email me at stopping@trcc.comnet.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.

EMAIL SUBMISSIONS

I do not accept email submissions unless specified; hard copies only!

TUTORING

The Writing Center: The Writing Center staff provides writing support for all students at all levels of writing ability. Walk-in appointments are available, and students also can make appointments up to a month in advance to get feedback on their papers. Papers also may be e-mailed. Students can take advantage of computer workstations that are fully networked with the rest of the campus, a local printer, copies of the most recent writing handbooks, and up-to-date references on citation and documentation for research. The Writing Center is located next to the library in Room C-117. For more information, call (860) 892-5713 or (860) 892-5769 or visit:

http://www.trcc.commnet.edu/Div_academics/TASC/WritingCenter/WritingCenter.shtml

DIGICATION

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

COLLEGE CLOSINGS

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

TENTATIVE SCHEDULE:

Week One

R 1/21 Introduction

Week Two

T 1/26 Reading Due: *The Great Gatsby* Chapters I-IV

R 1/28 Discussion cont.

Writing Due: Reading Response: Choose one character and write a 500 word character analysis based on your own interpretation.

Week Three

T 2/2 Reading Due: *The Great Gatsby* Chapters V-IX

R 2/4 Discussion Cont.

Writing Due: Reading Response: Choose one specific scene and explain the significance of the setting.

If you have any suggestions for the additional novel(s), please let me know

Week Four

T 2/9 Reading Due: *Wolf Hall*

Writing Due: Reading Response: What particular challenges, if any, does the historical context of this novel raise?

R 2/11 Discussion cont.

Week Five

T 2/16 Discussion cont.

R 2/18 Discussion cont.

Discuss Essay #1

Week Six

T 2/23 Discussion cont.

R 2/25 Discussion cont.

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

Week Seven

T 3/1 *The Moonstone*

R 3/3 Discussion cont.

Week Eight

T 3/8 *The Moonstone*

R 3/10 Discussion cont.

Writing Due: Essay #1 Due

Week Nine

T 3/15 *The Moonstone*

R 3/17 Discussion cont.

Discuss Essay #2

Week Ten

NO CLASSES SPRING BREAK

Week Eleven

T 3/29 *Station Eleven*

R 3/31 Discussion cont.

Writing Due: Part One of Essay #2 Due. Please bring 3 copies to class.

Week Twelve

T 4/5 *Station Eleven* cont.

R 4/7 Discussion cont.

Week Thirteen

T 4/12 TBA

R 4/14 TBA

Writing Due: Essay #2

Week Fourteen

T 4/19 TBA

Writing Due: Essay #3 Proposal to stopping@trcc.comnet.edu by 11:00am.

R 4/21 TBA

Week Fifteen

T 4/26 TBA

R 4/28 TBA

Week Sixteen

T 5/3 Essay #3 Due

R 5/5 TBA

Week Seventeen

T 5/9 TBA

R 5/11 Last Day of Classes: **In-class Exam.**