

**ENG 102: Literature and Composition**  
Three Rivers Community College  
Fall 2015 Syllabus  
Tuesday 6-8:45pm, Room D-222

Instructor: Todd Barry

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Office Hours: MW 1:30-3pm, Thurs 10am-noon, and by appointment.

Office Location: C-272

Mailbox Location: D-207

### **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 TEXTS**

*The Bedford Introduction to Literature*. 10th ed. Michael Meyer.

### **LEARNING OUTCOMES**

Upon successful completion of ENG 102, 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. Essay #1 will be 4-6 pages in length; Essay #2 will be 5-7 pages; Essay #3 will be 6-8 pages.

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.

Only those students who hand in the completed essay on time and receive a grade below C will have the option to revise the paper; however, all such re-writes must first be discussed with me. I will only count the re-write grade. Essay 3 may not be rewritten.

**ALL WORK MUST BE COMPLETED ON TIME, TYPED AND FOLLOW MLA FORMAT. LATE ESSAYS WILL BE ACCEPTED UP TO ONE WEEK PAST THE DUE DATE BUT WILL BE DOWNGRADED ONE FULL LETTER GRADE. LATE ESSAYS MAY NOT BE REVISED.**

### **Short Writings**

In addition to formal essays, we will be doing both in and out of class writing assignments. If you have not done the reading, you will not be able to successfully complete these assignments

which will include quizzes, summaries, short essays, etc. You cannot make up these assignments or rewrite them.

### **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.

**Grading:** Grades will be determined as follows:

Essay 1: Fiction	15%
Critical Response Paper	5%
Essay 2: Poetry	20%
Midterm	10%
Essay 3: Drama	20%
<i>Antigone</i> in-class essay	5%
Final Exam	10%
In-class writing, responses, projects, quizzes	15%

You can check your grades in the My Grades link on the left-hand menu of Blackboard.

### **COURSE POLICY**

#### **Attendance**

Attendance is a requirement. In-class assignments and Writing Workshops cannot be made up.

#### **Writing Workshops**

Failure to attend and participate in a Writing Workshop day will result in a 10 point reduction on that essay.

## Classroom Decorum

You are being disruptive if you are late, leave class early, text, or allow your cell phone to ring. I expect you to come to class on time with all the necessary texts and remain in the classroom for the entire period. Disruptive or inappropriate classroom behavior will have a negative effect on your grade.

## Withdrawal Dates

Students may officially withdraw at the Registrar's Office up until December 14.

## 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 (i.e. a notation on the student's permanent record, suspension, or expulsion). Please familiarize yourself with the Academic Integrity policy in our on-line catalogue.

## 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. Accommodations cannot be provided until you provide written authorization from a DSP in the Counseling & Advising Office – Room A119.

Matt Liscum - [\(860\) 215-9265](tel:8602159265) – Physical, Sensory, Medical, Mental Health Disabilities  
Chris Scarborough - [\(860\) 215-9289](tel:8602159289) – Learning Disabilities, ADHD/ADD, Autism Spectrum

## Communication

I encourage you to communicate with me and each other **via the Messages tool on our Blackboard course site. Click on Messages on the left menu in order to access this feature, which allows you to communicate with course members**; however, please be mindful that any written communication with me should be regarded as a formal communication and follow standard written English conventions.

I will communicate with the class via Blackboard Announcement and through the internal Message system in our Blackboard shell. You are responsible for checking Blackboard at least once a week for any information.

## Digication Statement

All students are required to maintain an online learning portfolio in Digication that uses the college template. Through this electronic tool students will have the opportunity to monitor their own growth in college-wide learning. The student will keep his/her learning portfolio and may continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. Student work reviewed for assessment purposes will not include names and all student work will remain private and anonymous for college improvement purposes. Students will have the ability to integrate learning from the classroom, college, and life in general, which will provide additional learning opportunities. If desired, students will have the option to create multiple portfolios.

## Reading Schedule

Readings are to be completed for the day listed.

\*\*\*NOTE: You are never responsible for writing out responses to the questions at the end of assigned readings in the textbook.

## FICTION

Tues Sept 1	<p>Introductions            Readings: Kafka, "An Imperial Message" (handout provided in class)</p>
Tues Sept 8	<p>Introduction, "Reading Imaginative Literature" (pp 1-7)            Theme (296-299)            Symbolism (265-268)</p> <p>Godwin, "A Sorrowful Woman" (39-44)            Mansfield, "Miss Brill" (308-312)            Brodie, "Spiderman Summer" (638-645)</p> <p>Ch. 56, "Reading and the Writing Process" (2049- 2060); Writing About Fiction (57-60)</p>
Tues Sept 15	<p>Point of View (215-220)            Style, Tone, and Irony (323-327)</p> <p>Mitchell, "It Would Be Different If" (220-223)            Meinke, "The Cranes" (630-32)            Hemingway, "Soldier's Home" (186-192)            O'Brien, "How to Tell a True War Story" (340-350)            Oates, "Hi Howya Doin" (612-614)            Moody, "Boys" (350-354)</p>

- Tues Sept 22 Writing Workshop. Bring 2 copies of your Essay 1 draft to class.
- Tues Sept 29 **Essay #1 Due (4-6 pages)**  
Ch 13, A Critical Case Study: William Faulkner's "Barn Burning" (476-504)
- POETRY**
- Tues Oct 6 **Critical Response Paper Due**  
Wilbur, "The Writer" (870); Snyder, "How Poetry Comes to Me" (875); Hoagland, "America" (1297); Williams, "The United States" (1323)
- Tues Oct 13 Ch. 23, "Writing about Poetry" (793-795); Komunyakaa, "Facing It" (Color Insert page F); Herrick, "To the Virgins, to make Much of Time" (812); Marvell, "To His Coy Mistress" (814)
- Tues Oct 20 Group Explications
- Tues Oct 27 **Midterm Exam**
- Tues Nov 3 Writing Workshop for Essay 2. Bring 2 copies of your Essay draft to class.
- DRAMA**
- Tues Nov 10 **Essay Assignment 2 due (5-7 pages)**  
Glaspell, *Trifles* (1385-1395)  
Sophocles, *Antigone* (Introductory material 1434-1441; first half of play, lines 1-655, pp 1485-1501)
- Tues Nov 17 *Antigone* cont'd. Finish play for today. **In-class Essay.**
- Tues Nov 24 Miller, *Death of a Salesman*; "Tragedy and the Common Man" (1840-1909)
- Tues Dec 1 Wilson, *Fences* (1966-2016). Group-led discussions.
- Tues Dec 8 Instructor Conferences
- Tues Dec 15 **Final Exam**
- Fri Dec 18 **Essay Assignment 3 due via Blackboard (6-8 pages).**