

Literature and Composition (English 102)

Tuesday and Thursday: 8:00 am to 9:15 am

D222

Instructor: Pat Lawrence

PLawrence@trcc.commnet.edu

Virtual Office Hours: Wednesdays 2:00 to 3:00 pm

Course Description

In this course, students are taught how to read serious literature, how to develop an interpretation of it, and how to explain and support their ideas in writing. Through the study of selected works of poetry, fiction, and drama, students learn the traditional elements of textual analysis and become familiar with the ways in which critical approaches can 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. Tenth edition. Ed. Michael Meyer.
(please bring this anthology to each class meeting)

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, and reader response.
- Articulate in both classroom discussion and written assignments their perspectives about meaning and structure in a work of literature and support their perspectives with evidence from the text.
- Demonstrate effective writing strategies including planning and pre-writing, drafting, 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.

Formal Writing

You will be asked to write three formal essays on topics generated from your reading and class discussions. Specific criteria will be given for each assignment, but with all of the essays it is important that you demonstrate your ability to respond to the readings, develop an appropriate drafting process, and demonstrate thoughtful analysis. Moreover, essays will be graded on the quality of the finished product, taking 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. Please note that you cannot pass the class without completing all three of these assignments.

Each essay will follow a different process:

Essay 1: Comparative Close Reading of Two Poems

Minimum of 4 pages (1000 words) in length

Process:

- An essay proposal must be approved by me.
- A first draft (due 10/1) will undergo peer review.
- I will also read and comment on these drafts.
- The essay will be revised.
- You will submit the entire packet of work (proposal, first draft with my comments, peer review documents, and final draft) for a grade on 10/15.

Essay 2: Reading Fiction with a Critical Approach

Minimum of 5 pages (1250 words) in length

- An essay proposal must be approved by me.
- A first draft (due on 11/5) will undergo peer review.
- The essay will be revised.
- You will submit the entire packet of work (proposal, first draft, peer review documents, and final draft) for a grade on 11/17.

Essay 3: Reading Drama alongside Literary Research

Minimum of 6-8 pages (1500-2000 words) in length

- An essay proposal must be approved by me.
- You will write the essay using a deliberate and thoughtful writing process.
- You will submit the entire packet of work (proposal and final draft) for a grade on 12/17.

Re-writes: Students who hand in a completed essay packet on time and receive a grade of C or below will have the option, once during the semester, to rewrite the paper for a better grade. However, all such re-writes must first be discussed with me.

Informal Writing and Other Graded Work

Out-of-Class Reading Responses

Often, I will ask you to reflection what you have read by writing a short response of 500 words or so. Though I will sometimes suggest questions or topics to address, at other times I will ask you to find your own way in to readings. I will expect you to approach the readings thoughtfully and demonstrate through your response that you have read carefully and fully. These responses are less formal, but should use MLA format (though they need not have a Works Cited page), and they should quote from readings where appropriate.

In-Class Writing

From time to in class, I will ask us to take a break and write so that we can reflect on our work, delve into key ideas, or advance discussion. Some of these will be graded, but not all of them will be. Either way, I expect you to take them seriously, writing to move your thinking into new territory or to develop ideas in more detail.

Quizzes

If it seems that reading is not being done, I may give unannounced quizzes in class.

Exams

During the semester, you will have three formal exams given in class. Part of the goal here is to develop your skills and strategies for succeeding on such timed assignments, but they will also test you over your comprehension and engagement with the course material. Each exam will come at the end of a unit and cover only that unit's content.

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. Active contribution to class discussion includes asking relevant questions, offering suggestions to your classmates, leading group work from time to time, and generally helping our class to be productive, energetic, and interesting. This doesn't mean having the right answer or always agreeing with me or with your peers. Just the opposite is true, in fact; often the most helpful responses are the ones that push us to think differently or defend our positions.

Grades

By the Numbers

Your overall grade will be comprised of a number of assignments, with the formal papers weighted more heavily:

Assignment	Point Value
Class Participation	10%
In-Class Exams (2)	10%
Quizzes and In-Class Writing	10%
Response Papers (2 pages/500 words)	20%
Formal Paper 1 (4 pages/1000 words)	10%
Formal Paper 2 (5 pages/1250 words)	15%
Formal Paper 3 (6-8 pages/1500-2000 words)	25%

Again, you may not pass the class without submitting all three formal papers, regardless of your overall grade.

Beyond the Numbers

Though grades will be computed by percentages, they are meant to give a more organic sense of the kind of work you're doing in class than numbers (or even letter grades) can always convey. For the sake of clarity, a grade of "C" means fine, adequate work; a "B" means strong, quality work that achieves more than merely meeting the expectations of the assignments; and an "A" means consistently excellent work that has a discernible impact on our ongoing exploration of the course's central questions and topics. The best work will demonstrate innovation and initiative, and will exceed expectations.

Attendance and Absences

Attendance at every class session is vital to a strong performance in this class. I expect you'll attend every session you are physically and safely able to attend. Your written work is heavily impacted by the discussions we have in class, and each class meeting is designed to help you think more deeply and more critically about the material in ways that it is difficult or impossible to replicate in another setting. When you are able, please let me know in advance when you will miss class so we can arrange to make up missed work. Please also refer to the following policies.

Missed Work

When you are absent, it is your responsibility to find out what you missed including any work assigned for future class sessions and to make arrangements to make up any graded assignments. Absences do not excuse you from work assigned or due on that day. When you miss class, it may be possible to make up graded work assigned in class or to do an alternative assignment for the missed credit. If you want to do this, you must let me know at the next class session or before and arrange to make up the work. If you do not, I will enter a zero for the missed assignment. For formal essays, you must email me a copy of the paper before class starts and hand in a hard copy of the complete packet when you return to class; otherwise, I will consider the work late and assess appropriate penalties.

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.

Other Course Policies and Procedures

Electronic Devices

In general, I do not allow the use of electronic devices in class, including smartphones. Do not use them. If you do, it will hurt your participation grade. I may or may not notify you that I am deducting points for this if I see it.

Late Work

Any assignment that is submitted after it is due will be penalized 10% immediately and an additional 10% each 24 hours until it is submitted.

Extensions

I will allow one extension of two days on the submission of a rough or final draft. I will apply extensions automatically to the first assignment submitted late. Please also be aware that taking an extension on a rough draft may make it difficult for you to participate in revision activities and does not extend the due date for the final draft.

MLA Format

All papers must adhere to MLA format. This includes 1-inch margins, 12-point Times New Roman font, appropriate headers, double-spacing, no excess line breaks, a proper and complete Works Cited page, etc. We will go over these things in class and I am happy to give pointers and help you correct errors during drafting. However, final drafts should be in proper format.

Notebook

We are going to be doing a lot of writing in class—it will be our primary way of responding to texts and shaping ideas. To make this process as useful as possible, I am asking you to keep and bring to class every day a notebook in which you can explore your thinking in writing, sketch ideas, and take notes. I'll have you tear out pages from time to time to turn in for a grade, but other things we record and generate will stay in the notebook to help you as you draft your essays.

Outside Sources

There are no shortcuts to the kind of skills we'll be working on in this class. Reference sites on the Web can give you a canned interpretation of some of the texts we read, but they can't teach you how to interpret them or use them to produce new knowledge. Do not use Web or other outside sources for interpretations of our texts either for class discussions or for your papers. Doing so will hurt your grade and may cause you to run the risk of plagiarism. See the class policy on academic integrity below.

Returned Work

In order for us to have an ongoing conversation about your writing and to help you in reflecting on your work, I ask that you keep everything I return to you in a central location (such as a file folder).

Essay Proposals, Rough Drafts, and Peer-Review Documents

The documents we produce during the writing process will not be graded independently. However, when any of these documents are not submitted or do not fulfill the requirements of the assignment, it will result in a 10% penalty on the final draft.

Email Communications

I will often communicate important class-related information with you via email, so please check your inbox regularly. I will also post announcements on the Blackboard page for the course. I will usually respond to emails within twenty-four hours, though it may take longer on weekends. For feedback on papers and consultation on work, please do your best to contact me well in advance of deadlines so that I can have time to give you substantive responses.

Digication

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

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.

TRCC Disabilities Service Providers, Counseling & Advising Office, Room A-119:

Matt Liscum (860) 215-9265 <ul style="list-style-type: none">• Physical Disabilities• Sensory Disabilities• Medical Disabilities• Mental Health Disabilities	Chris Scarborough (860) 215-9289 <ul style="list-style-type: none">• Learning Disabilities• ADD/ADHD• Autism Spectrum
--	--

Literature and Composition Tentative Schedule

This schedule of assignments is subject to change to accommodate course goals, so please use this as a guide only. Any changes will be announced in class, and I do my best to give reminders about upcoming assignments.

Except where noted, page numbers for reading assignments refer to the *Bedford Introduction to Literature*

Date	Homework and Reading Due In Class
Tues 9/1	N/A
Thurs 9/3	1-7 and 759-763, including the close reading of "oh, oh" and "Catch" but not the sample paper
Tues 9/8	801-806 and 812-818, including diction and tone and "To the Virgins," "To His Coy Mistress," "Marvell Noir," "Last Night."
Thurs 9/10	"Last Night." 841-847 on imagery, including "Poem," "Cavalry Crossing a Ford," "Windsurfing," "Root Cellar," and "Dover Beach," as well as 888-897 on symbol, allegory, irony, including "Acquainted with the Night" and "A Haunted Place."
Tues 9/15	Thematic Case Study: Crossing Boundaries 1267-1281
Thurs 9/17	Read four poems you might want to work with from the list given with essay 1
Tues 9/22	Proposal for Essay 1 due 9/22.
Thurs 9/24	13-19, including "Story of an Hour" and sample reading, and 77-86, including "Tarzan of the Apes" and "A Rose for Emily."
Tues 9/29	Chapter 4 selection on character, including selection from <i>Hard Times</i> , "Saving Sourdi" and "Bartleby the Scrivener," as well as "How to Date a Brown girl."
Thurs 10/1	RD1 due, bring 3 copies
Tues 10/6	Read peers' papers
Thurs 10/8	2025-2036 and "Soldier's Home."
Tues 10/13	2036-2048 along with "Job History" and "Miss Brill."
Thurs 10/15	Excerpts from Freud and Butler on Melancholia and "Battle Royal."
Tues 10/20	Excerpts from Barthes and Derrida and "Popular Mechanics." Skim the stories on the list for essay 2.
Thurs 10/22	Essay 2 Proposal due Study for in-class exam 10/22
Tues 10/27	1383-1395, including <i>Trifles</i> , and 1401-1404
Thurs 10/29	<i>Trying to Find Chinatown</i>
Tues 11/3	Drama in popular forms (1414-1425, including "The Pitch")

Thurs 11/5	RD2 due, bring 3 copies
Tues 11/10	Read papers for peer review
Thurs 11/12	<i>Death of a Salesman</i>
Tues 11/17	<i>Death of a Salesman</i>
Thurs 11/19	Essay 3 proposals due
Tues 11/24	Annotated bibliography due
Thurs 11/26	No Class—Thanksgiving
Tues 12/1	<i>Fences</i> (cont'd)
Thurs 12/3	<i>Fences</i> (cont'd)
Tues 12/8	No Class—Reading Day
Thurs 12/10	Chapter 48 on Writing about Drama, including sample paper on <i>Trifles</i>
Tues 12/15	FD3 Due
Thurs 12/17	Study! (in-class exam)