

**ENG K102 Literature and Composition**

**(fall 2015)**

**ONLINE**

**Instructor: Talvi Ansel**

**Instructor contact: through Messages in Blackboard (emergency: email  
TAnsel@trcc.commnet.edu)**

### Syllabus

**Important Notes: you will need to log in to the Blackboard website for this course frequently. Announcements will be posted on the main entry page, but you will also need to check the schedule and assignments notifications under Course Content. Print a copy of this syllabus so that you will have an extra copy on hand.**

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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.

### Online Delivery

For this course, you must have frequent access to a networked computer to successfully navigate the class. We meet here, on Blackboard: you will need to use Blackboard to submit assignments, participate in discussion, upload and download files, use attachments, complete tests, access links to websites, and send messages. If you will not be able to access our Blackboard site a few times a week for a substantial amount of time, you should not be taking this online class. A mobile device (such as a SmartPhone) is not sufficient; you need to have access to a reliable, networked computer.

### Required Texts

*The Bedford Introduction to Literature*. 10<sup>th</sup>. edition. Ed. Michael Meyer.

The book for this class has been ordered through the bookstore at Three Rivers Community College; feel free to order it at the bookstore of your choice—as long as you have it in time for the first assignments, and have purchased the 10<sup>th</sup> edition.

We will also occasionally be reading online materials & scanned materials available through Blackboard (location, websites will be announced by instructor.)

## **ENG 102 Course 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**

### **Final Grades**

Essay #1	20%	
Essay #2	20%	
Essay #3	20%	
Short Assignments / Discussion forums		20%
Midterm Test	10%	
Final Test	10%	

### **Grade Scale**

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

### **Short Assignments / Discussion forums**

These short written assignments are designed to enrich the reading experience. Assignments will be announced in the appropriate Modules as the semester progresses. Late work will not be given credit. Discussion postings and short assignments will be assigned a point value. Percentage of points will determine grade. Online Discussions and Assignments require standard written English.

Completing the Discussions and Short Assignments will take considerable preparation and reading before you are ready to post your answers online. Be sure to look ahead on the schedule and give yourself several days in advance of the posting deadline to complete assignments.

### **Essays**

3 formal essays based on the readings. The essays are to be typed and to follow MLA format and be saved and posted as a Word Document (Docx). You must submit links / copies of your sources with the essays. Topics to be announced (t.b.a.)

Essay #1: 4-6 pages. Assignment includes a polished first draft submitted for peer review, and a final revised essay submitted for a grade.

Essay #2: 6-8 pages. Assignment includes a polished draft for peer review, and a final essay submitted for a grade.

Essay #3: 6-8 pages. Submit revised, polished essay for grade.

Essays will be graded on purpose and thesis, organization and structure, development of ideas, diction and grammar, and documentation. If you miss a peer review (assigned a point value under Assignments) deadline, you cannot make up this process, and the missing work will negatively affect your grade.

You may revise essays 1 & 2 if you receive a grade lower than a C *and* you participated in the peer review; you must contact me before doing a revision. All revisions must be completed a week after the graded essays are initially returned to you. Late essays may not be revised. Essay #3 may not be revised.

Please feel free to use the resources of the Writing Center through T.A.S.C. (Tutoring and Academic Success Centers located in C-117 at Three Rivers; and at [trwritingcenter@trcc.comnet.edu](mailto:trwritingcenter@trcc.comnet.edu)). However, all work that you submit for this class must be your own original work.

### **Tests**

2 tests will be given during the semester. The tests will cover the readings and literary terms. In order to do well on the tests, it is necessary that you do all of the readings and participate in discussions. Tests will be timed and due by a specific deadline.

## **Assignment Deadlines**

IT IS ESSENTIAL THAT YOU REGULARLY CHECK MODULES FOR DEADLINES.

Plan ahead: an online class requires discipline and planning; it is wise to set your own personal deadline well ahead of the actual deadline—that way you won't run into any last minute computer problems. (Not being able to get online is not an acceptable excuse for turning in work late; also, the discussions, and your fellow class members, suffer if everyone is trying to post their work at the last minute).

Due dates each week will normally be on Mondays and / or Thursdays by noon. There may be exceptions around holidays, so always be sure to check the Schedule and read Assignments in the Modules thoroughly. Consider setting your own personal deadline a day before the actual due date, that way you will avoid last minute problems that may prevent you from submitting your work on time. Directions for assignments will normally be submitted a week before the due date.

The college has set a scheduled maintenance time for Blackboard: Fridays from 2 a.m. to 6 a.m. You will not be able to access Blackboard at this time, please plan your schedule accordingly.

Work can be submitted as soon as the Module for that particular assignment is open and all prerequisite work is ready.

## **Late Work**

In an online class, you are responsible for submitting your work on time; remember, the deadlines are by a certain time – submit early to accommodate your own schedule.

Final Drafts of Essays 1 & 2 may be submitted *up to one week* after the due date, however they will be downgraded one full letter grade, and you will not have the benefit of peer review. Late essays may not be revised. Turning in an essay late may mean that you do not receive feedback in a timely manner in order to apply it to your next assignment. *Essay 3 may only be submitted one day late—the end of the semester comes quickly, and I need to submit grades by a certain date.*

Late Short Assignments / Discussion / Forum responses will not receive credit.

Tests are due by a certain date and time; the link to the test will be closed after the deadline.

## **Withdrawal Dates**

You may officially withdraw at the Registrar's Office up until Dec. 14<sup>th</sup>. Any student who stops participating and submitting work and has a failing average, but does not officially withdraw, will receive a grade of F for the course. Withdrawal grades may have a negative impact on financial aid and academic progress. Please see an advisor before you withdraw.

**UF (unearned F):** This notation is awarded to students who were enrolled in a course, did not officially withdraw, but who failed to participate in course activities through the end of the term.

**When saved on the grade roster, this notation will immediately convert to a regular grade of F on the student's transcript. It will be punitive and count in the GPA.**

### **Religious Holy Days**

from the TRCC Handbook:

Students have an obligation to notify their instructor in a timely manner regarding anticipated absences for religious observances (...) students may be required to request accommodations during the first week of an academic semester or within a prescribed period of time before the anticipated absence. Requests should be made in writing stating the reason of the request (...) the religious observance that poses the conflict and the date or dates of such holiday.

### **Classroom Decorum**

In an online class, students are expected to follow the guidelines for respect of the College community as outlined in the TRCC Handbook:

students are expected to: Demonstrate respect for the College community by acting in accordance with published Board policies and College rules and regulations, demonstrate respect for the property for the College, demonstrate academic integrity, demonstrate respect for others, be truthful in all matters, comply with the directions of the College staff members, refrain from the unauthorized possession or use of weapons or dangerous instruments, refrain from knowingly possessing using, transferring, selling or being under the influence of any controlled substance, refrain from any unauthorized use of electronic or other devices to make an audio or video record of any person, and to conduct oneself in a civil and respectful manner, both within and outside the College.

### **Academic Integrity & Plagiarism**

Students are expected to be honest in all academic work. Plagiarism is the claiming of credit for work that is not your own, original work. Plagiarism is a serious offense and can result in failure of the assignment, and / or failure of the class, and / or a report to the administration and action such as suspension, expulsion, or notation on your permanent record. See the TRCC handbook for the policies on Academic Integrity:

“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 best work; clearly document the sources of the material you use from others; and act at all times with honor.”

The work that you submit for this class must be your own written work, in your own words and writing. Please read pages 2088-2090 in our textbook about avoiding plagiarism.

### **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) 383-5240	<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) 892-5751	<ul style="list-style-type: none"> <li>• Learning Disabilities</li> <li>• ADD/ADHD</li> <li>• Autism Spectrum</li> </ul>

**Digication Statements for all TRCC Syllabi:**

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!

**Contacting the Instructor**

The best way to contact me is through Messages on our Blackboard site, but please remember that you may not get an immediate response. Also, remember that written communications with me are formal communications and should use the conventions of standard written English.

**Email**

Messages will usually be sent to you via the internal Message program in Blackboard. I may occasionally need to send you an email through MyComm-- please be sure you have updated your email address with the college.

## Literature and Composition, Outline of Schedule

–this is an outline, *please refer to Modules under Course Content for full assignments* as the semester progresses. Be sure to read all of the information in the Modules: Modules will contain directions and due dates, important links, readings, and checklists.

(Readings, unless otherwise noted, are in *The Bedford Introduction to Literature*, 10<sup>th</sup> ed. Use the index at the end of the book to find page numbers of stories. Use the Glossary, pgs. 2123-2147, if there are literary terms you are not familiar with). “tba” = to be announced: check Modules.

(schedule subject to change at the discretion of the instructor).

### INTRODUCTIONS:

Focus: Introduce yourself to the rest of the class, explore the Blackboard site for the class.

#### **Assignments:**

Due by noon, Thurs. Sept. 3<sup>rd</sup>.

- Under Course Content, find the Link to the folder titled *Introductions*
- Follow the directions found in the folder, and complete the Discussion assignment.

### UNIT 1, FICTION

Focus: The short story: elements, literary analysis, critical readings and supporting materials on the authors.

#### **\*\*\*Module 1, Fiction**

Week of Sept. 7-10<sup>th</sup>.

Overview: Vocabulary used to discuss fiction; formal elements and how to apply them to short stories; stories by Chopin, Poe, Cheever, Melville, and Updike.

I have not given page numbers for the short stories: please look up the authors and titles in the index to find the page numbers.

#### **Assignments:**

Due by noon, Thursday, Sept. 10<sup>th</sup>.

- Read: pgs. 13-19 (reading fiction, includes Kate Chopin’s “The Story of an Hour”), 57-60 (from reading to writing), 77-86 (plot), 129-134 (characterization), 184-186 (setting), 215-220 (point of view), and the short stories: Edgar Allen Poe’s “The Cask of Amontillado” and John Updike’s “A & P.”
- Read: 265-267 (symbols), 296-299 (theme), 323-329 (includes Raymond Carver’s “Popular Mechanics”) and the short stories: Junot Diaz’s “How to Date a Browngirl, Blackgirl, Whitegirl, or Halfie” and Herman Melville’s “Bartleby the Scrivener.”  
Note: plan ahead to leave enough time to read the Melville story.

- Also read the handouts attached in this Module: Janet Burroway on plot; John Cheever’s short story “Reunion,” and the handout on point of view. Also read the section in our textbook “Documenting Sources and Avoiding Plagiarism,” pgs. 2088-2090.
- Complete Module 1 Fiction Assignment (directions for this discussion are in Module 1, under Course Content).

### **\*\*\*Module 2, Fiction**

Week of Sept. 14<sup>th</sup> – 17<sup>th</sup>.

Overview: Stories by Tim O’Brien, James Joyce, and Maggie Mitchell. Explicating passages, and historical contexts of Joyce’s fiction.

#### **Assignments:**

Due by noon, Thursday, Sept. 17<sup>th</sup>.

- Read Lee Smith’s “The Happy Memoires Club,” Maggie Mitchell’s “It Would Be Different If,” Tim O’Brien’s “How to Tell a True War Story,” and James Joyce’s “Eveline” and supplementary material on Joyce and Ireland pgs. 506-512, 517-525. Also read the passage on “Cultural Criticism” pgs. 2039-2040.
- Complete Module 2, Fiction Assignment (see directions under Course Content)

### **\*\*\*Module 3, Fiction**

Week of Sept. 21<sup>st</sup> – 24<sup>th</sup>.

Overview: In-depth studies of 2 writers: Flannery O’Connor and Dagoberto Gilb. More explorations of tone in short fiction. T. C. Boyle and interview by T. C. Boyle.

#### **Assignments:**

Due by noon, Thursday, Sept. 24<sup>th</sup>.

- Read Flannery O’Connor’s “Good Country People” and “A Good Man is Hard to Find,” and O’Connor “On Theme and Symbol” (pgs. 468-469), commentary by Katz, Kessler, and *Time* magazine (pgs. 470-471). Read Dagoberto Gilb’s “Love in L.A.” and “Shout” and commentary, pgs. 526-535, “On Writing ‘Love in L.A.’” 539-541, “On Writing ‘Shout’” (544-545). T. C. Boyle “Carnal Knowledge.” Follow the link to the interview by T.C. Boyle.
- Complete Module 3 Fiction Assignment / Discussion

### **\*\*\*Module 4, Fiction**

Sept. 28<sup>th</sup> – Oct. 1<sup>st</sup>.

Overview: the writing process, writing about short stories. Essay topics, peer review of essays.

#### **Assignments:**

Due by noon, Thursday, Oct. 1<sup>st</sup>.

- Read 357-370 on writing about fiction: includes a sample essay and short story by David Updike. Also read pg. 2063 on using quotations, pgs. 2088-2090 on avoiding plagiarism, and 2090 & following pages on the correct format for a Works Cited

- Polished draft of Essay #1 due on assigned topics. Follow directions for submission outlined in the module.

## **UNIT 2, POETRY**

Focus: The Poem: elements, analysis, critical readings.

### **\*\*\*Module 1, Poetry**

Oct. 5<sup>th</sup> – Oct. 8<sup>th</sup>.

*Note: this week includes peer review of essay 1 drafts, assignments are due Monday and Thursday.*

Overview: Vocabulary used to discuss poetry; formal elements; free verse; traditional forms; a selection of poems. Focus on word choice, images, figurative language (simile & metaphor).

#### **Assignments:**

Due by noon on Monday, Oct. 5<sup>th</sup>.

- Peer review comments on essays by two of your classmates. Follow directions for peer review outlined in the module. **Final Draft of the essay will be due by noon on Oct. 15<sup>th</sup>.**

Due by noon on Thurs. Oct. 8<sup>th</sup>.

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- Reading due: see list of poems under Module 1, Poetry.
- Complete Poetry Module 1, Assignment / Discussion

### **\*\*\*Module 2, Poetry**

Oct. 12<sup>th</sup> – 15<sup>th</sup>.. *Note: this week includes final draft of essay 1, and Poetry Module 2 assignment due Thursday.*

Overview: focus on 2 poets: Langston Hughes and Julia Alvarez: poems and critical commentary. Traditional forms, continued (the sonnet).

#### **Assignments:**

Due by noon, Thursday, Oct. 15<sup>th</sup>.

- **Final draft of Essay #1 due.**
- Reading due: all poetry by Langston Hughes. Poetry and commentary on Julia Alvarez pgs. 1151-1178. Also: attachments on Blues Poetry and Jazz Poetry. Links to Hughes reading his work.
- Reading due: the sonnet (one more traditional form) see list and attachments.
- Complete Module 2 Assignment / Discussion

### **\*\*\*Module 3, Poetry**

Oct. 19<sup>th</sup> – Oct. 22<sup>nd</sup>.

Overview: Poetry by Emily Dickinson and Robert Frost: critical commentary, historical and biographical contexts.

**Assignments:**

Due by noon, Thursday Oct. 22<sup>nd</sup>.

- Reading due: selected poems by Frost and essays by Frost. Poems, letters and commentary by Emily Dickinson. See list reading list under Module 3.
- Complete Poetry Module 3, Discussion / Assignment.

**Midterm Test**

Due by noon, Thursday, Oct. 29<sup>th</sup>.

**\*\*\*Module 4, Poetry**

Nov. 2<sup>nd</sup> – 5<sup>th</sup>.

Overview: Essay topics for poetry, writing critical essays, peer review of essays.

**Assignments:**

Due by noon, Thursday, Nov. 5<sup>th</sup>.

- Polished draft of essay, based on assigned essay topics. Follow guidelines for submitting.

**UNIT 3, DRAMA**

Focus: contemporary and classic plays. Critical commentary. Historical contexts.

**\*\*\*Module 1, Drama** *Note: assignments will be due on Mondays and Thursdays throughout the drama unit.*

Nov. 9<sup>th</sup> – 12<sup>th</sup>.

Overview: Introduction to drama; plays by Hollinger, Cooper. Peer review for essay #2 due.

**Assignments:**

Due by noon, Monday, Nov. 9<sup>th</sup>.

- Peer review comments on essays by two of your classmates. Follow directions for peer review in this Module.
- **Final draft of Essay will be due by noon, Monday, Nov. 16<sup>th</sup>., one week from today.** Follow directions on essay topic sheet for submitting. Submit as a word docx to instructor, through Messages.

Due by noon, Thursday, Nov. 12<sup>th</sup>.

- Reading due: Hollinger “Naked Lunch,” Cooper “Mistaken Identity” 1401-1408, 1803-1807. Complete Module 1 Discussion / Assignment
- Start reading Ibsen’s *A Doll House*—due on Thursday, the 19<sup>th</sup>.

**\*\*\*Module2, Drama**

Nov. 16<sup>th</sup> – 23<sup>rd</sup>.

Overview: Henrik Ibsen's play *A Doll House*. Historical contexts of Ibsen's work and critical strategies. Final draft of essay #2 due. Assignments will be due on Monday and Thursday.

Due by noon, Monday Nov. 16<sup>th</sup>.

- **Final draft of Essay #2 due.** Follow directions on essay topic sheet for submitting. Submit as a word Docx to instructor, through Messages.

Due by noon, Thursday, Nov. 19<sup>th</sup>.

- Reading due: Ibsen *A Doll House* entire play (pgs. 1727-1775), also pgs. 1722-1726, and 1401-1404.
- Complete Module 2 Assignment / Discussion 1

Due by noon, Monday, Nov. 23<sup>rd</sup>.

- Reading due: commentary on the play. Read: "A Nineteenth Century Husband's Letter to His Wife," 1783-1785, and "A Marxist Approach to *A Doll House* 1785-1787, and pgs. 2036-2039 on literary history criticism, Marxist criticism, and New Historicist criticism.
- Go to the You Tube website, and watch parts of at least two versions of *A Doll House*, your choice.
- Watch Janet McTeer's Charlie Rose interview on acting in *A Doll House* (this is also from You Tube—but will be linked in this module).
- Complete Module 2 Assignment / Discussion 2

(Nov. 26<sup>th</sup>: Thanksgiving Break)

### **\*\*\*Module 3, Drama**

Nov. 30<sup>th</sup> – Dec. 7<sup>th</sup>.

Overview: William Shakespeare's *Hamlet*. Note: for *Hamlet*, short assignments and readings will be due on Mondays and Thursdays.

#### **Assignments:**

Due by noon, Monday, Nov. 30<sup>th</sup>:

- Read: *Hamlet* Acts I (pgs. 1602-16), pgs. 1534-1544 (on Shakespeare) and 1439-1441 (on tragedy). Watch a version of Act 1 of *Hamlet* on YouTube
- Complete Module 3 Discussion 1 / Assignment

Due by noon, Thursday, Dec. 3<sup>rd</sup>.

- Read *Hamlet* Acts 2-3 (pgs. ).
- Complete Module 3, Discussion 2 / Assignment

Due by noon, Monday, December 7<sup>th</sup>.

- Read *Hamlet* Acts 4-5 (finish the play). Read commentary on *Hamlet* t.b.a
- Complete Module 3, Discussion 3 / Assignment

**\*\*\*Module 4, Drama**

Dec. 14<sup>th</sup> – 17<sup>th</sup>

Overview: Essay #3 and Final Test.

**Assignments:**

Due by noon, Monday Dec. 14<sup>th</sup>.

- **Essay on Drama.**

*Dec. 14th is the last day to drop this class*

Due by noon, Thursday, Dec. 17<sup>th</sup>.

- **Final Test**