

**English 102: Literature & Composition**  
Section T1  
Three Rivers Community College  
Spring 2018

**Instructor:** Andrew Marvin

**Class Meets:** MW 1:30–2:45 PM in Room D224

**Office Hours:** MW 3:00–4:00 PM and TR 2:00–4:00 PM in Room C160

**Mailbox:** D207

**Email:** amarvin@threerivers.edu

**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**

Meyer, Michael, editor. *The Bedford Introduction to Literature*. 11th ed., Bedford/St. Martin's, 2016.

Shakespeare, William. *Othello*. Edited by Barbara A. Mowat and Paul Werstine, Simon & Schuster Paperbacks, 2017.

**Learning Outcomes**

Upon successful completion of this course, 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

In this class, your grade will be based on three things:

### Reading Responses

These brief, informal writings will comprise your reactions to *specific quotes* in the text. They will ensure that you do the readings and come to class with something to say. They also serve as a foundation for this class's academic work. All responses should be one to two handwritten pages, while adhering to MLA standards. Reading responses will be collected at the beginning of the class in which they are due. *They may not be handed in at any other time.*

### Writing Conferences

Throughout the semester, you will each participate in one-on-one meetings with me to discuss your ideas for upcoming essays. Writing conferences are scheduled appointments that last ten minutes and take place in my office (C160). When you show up for your conference, you will bring *two copies of a formal, typed essay proposal*—that is, an introduction of your paper's topic, your tentative thesis statement, and a delineation of how you will prove it. Proposals should be around 250 words, typed in MLA format. We will discuss the validity of your ideas and the approach for your paper. Failure to show up to or be prepared for a writing conference means a loss of credit, and the opportunity to reschedule is not guaranteed.

### Essays

You will write three formal essays this semester, one for each of the following forms: fiction, poetry, and drama. Each essay will progress in length and complexity, and each will incorporate a number of sources and rhetorical techniques. The poetry essay will include an annotation of your chosen poem(s), and the drama essay will include an annotated bibliography evaluating scholarly sources.

Writing is a recursive, iterative process, and as such we will be spending much of the class workshopping and revising drafts to help develop and improve our abilities. Your work must adhere to the MLA standards given on page five, titled "How to Format Your Papers." Formal essays should be submitted in hard copy. Detailed explanations of each essay will be provided as we progress.

Each of these categories is worth a certain number of points, as explained on page four.

## How You Will Be Graded

Each assignment is worth a certain number of points. There are 100 points total.

Assignment	Point Value
Reading Responses (20)	20 (1 point each)
Writing Conferences (3)	15 (5 points each)
Fiction Essay	18
Poetry Essay + Annotation	22 (18 + 4)
Drama Essay + Annotated Bibliography	25 (21 + 4)
Attend 4/23 performance of <i>Othello</i>	+2 bonus points

The total number of points you earn determines your final grade.

Number of Points	Letter Grade	GPA
93–100	A	4.0
90–92	A-	3.7
87–89	B+	3.3
83–86	B	3.0
80–82	B-	2.7
77–79	C+	2.3
73–76	C	2.0
70–72	C-	1.7
67–69	D+	1.3
63–66	D	1.0
60–62	D-	0.7
0–59	F	0

## How to Format Your Papers

MLA will be our house style for all assignments. Here are the particulars:

- Formal essays are to be typed on white 8.5 × 11-inch paper in 12-point Times New Roman.
- Double-space your entire paper. No extra white space. Use left-alignment; do not justify.
- Use only one space after periods or other punctuation marks.
- Use 1-inch margins—top, bottom, left, and right.
- Indent the first line of each paragraph one half-inch. Use the tab key or the ruler in your word processor; do not hit the space bar five times.
- In the upper left-hand corner of page one, type your name; my name; course title, section, and assignment; and the due date in European format. See page six for an example.
- Below the due date, type your assignment's original, unique, and punchy title (i.e. *not* "Essay 1"). Center your title. Do not use a separate title page. Do not underline, italicize, bold, or place your title in quotation marks. Write the title in Title Case, not in ALL CAPITAL LETTERS.
- Beginning on page two, create a header that numbers your pages with your last name and the page number, as I have done on this syllabus. Your last page will be your Works Cited, and it will be numbered as such. For page numbers and parenthetical citations, use Arabic numerals.
- Staple your assignment in the upper left-hand corner.
- Adhere to word count requirements, and do not use stratagems like bigger margins, increasing the size of punctuation, etc. Type your word count after your concluding paragraph at the bottom of the page. "Word count" refers only to your original sentences. Nothing else.

Use **MLA style** to document sources. **Parenthetical citations** should contain the author's last name and page number and appear at the end of the sentence, like this:

The efficacy of blasters as compared to "hokey religions and ancient weapons" has long been a source of contention between scoundrels and farm boys (Solo 37).

You would then include a **full MLA citation** on your Works Cited page (see page seven) that corresponds to your in-text citation, like this:

Solo, Han. "A Good Blaster at Your Side." *The Book of Rogues*, edited by Leia Organa, Smuggler Publishing, 1977.

If you need help with MLA format, see me, or consult *The Brief Penguin Handbook*, the online version of which is required for this course. You might also look up the free Purdue OWL MLA Style & Formatting Guide at <http://owl.english.purdue.edu>. You can find an example of the first page of an MLA paper on page six of this syllabus. Please note that your first page will not have "Marvin 6" at the top.

**Attention to detail is what separates good from great. If you have questions, just ask.**

Indiana Jones

Mr. Marvin

ENG 102-T1: Fiction Essay

21 February 2017

### Boulder Dash: The Growing Geological Concerns of South America

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Sed ut perspiciatis unde omnis iste natus error sit voluptatem accusantium doloremque laudantium, totam rem aperiam, eaque ipsa quae ab illo inventore veritatis et quasi architecto beatae vitae dicta sunt explicabo. Nemo enim ipsam voluptatem quia voluptas sit aspernatur aut odit aut fugit, sed quia consequuntur magni dolores eos qui “ratione voluptatem” sequi nesciunt (Baggins 24). Neque porro quisquam est, qui dolorem ipsum quia dolor sit amet, consectetur, adipisci velit, sed quia non numquam eius modi tempora incidunt ut labore et dolore magnam aliquam quaerat voluptatem. Ut enim ad minima veniam, quis nostrum exercitationem ullam corporis suscipit laboriosam, nisi ut aliquid ex ea commodi consequatur? Quis autem vel eum iure reprehenderit qui in ea voluptate velit esse quam nihil molestiae consequatur, vel illum qui dolorem eum fugiat quo voluptas nulla pariatur?

Nunc pretium eros enim, sed commodo justo suscipit in. Quisque id faucibus diam, non pellentesque nisi. Maecenas placerat, diam sed elementum fermentum, nibh justo semper mi

## How to Create Your Works Cited Page

The eighth edition of the *MLA Handbook*, published in 2016, provides a more streamlined, universal set of guidelines for how to cite sources. These changes allow us to apply a singular method to any source, rather than myriad formats for different types of sources.

When you need to create a citation, build it using the following core elements:

- |                                  |                      |
|----------------------------------|----------------------|
| 1. Author last name, first name. | 6. Number,           |
| 2. Title of source.              | 7. Publisher,        |
| 3. Title of container,           | 8. Publication date, |
| 4. Other contributors,           | 9. Location.         |
| 5. Version,                      |                      |

These elements should be listed in the order above and separated using the above punctuation.

Citations on a works cited page should always have hanging indents and be listed alphabetically.

**For example, a work that appears in our textbook would be cited like this:**

Wallace, David Foster. "Incarnations of Burned Children." *The Bedford Introduction to Literature*, edited by Michael Meyer, Bedford/St. Martin's, 2017, pp. 535–37.

**An article from an online database would look like this:**

Blumenthal, Rachel. "Improvisational Soloists in Morrison's JAZZ." *Explicator*, vol. 65, no. 4, Summer 2007, pp. 240–41. *Academic Search Premier*, doi:10.3200/expl.65.4.

**An article on a website would look like this:**

Popova, Maria. "Werner Herzog Recommends Five Books Every Aspiring Filmmaker Should Read." *Brain Pickings*, 19 Aug. 2016, [www.brainpickings.org/2016/08/19/werner-herzog-reading-list/](http://www.brainpickings.org/2016/08/19/werner-herzog-reading-list/). Accessed 2 Sept. 2016.

If you need help, just ask, or see the free, online Purdue OWL MLA Formatting & Style Guide.

## Class Policies

### Attendance

I do not expect to have any attendance problems. However, to ensure your success, we will be using the following attendance policy: **you are permitted three absences** without penalty or explanation. Any additional absences will require appropriate documentation and a discussion with me to determine how your grade should be affected.

I understand that life gets in the way occasionally, so please contact or see me if you anticipate missing significant class time. *Keep in mind that your absence does not alter due dates*; you are still responsible for submitting your work on time.

Because we meet only twice a week, please make the most of it: be prepared, on time, and refrain from texting, emailing, tweeting, Facebooking, Instagramming, Snapchatting, catching Pokémon, etc. during class. Your grade will thank you.

### Late Assignments

“Late” is defined as “after the class meeting in which the assignment is due.” Informal assignments (e.g., reading responses) *cannot* be submitted late. Formal assignments (e.g., typed essays) will be penalized *one point for each day they are late*. Do not be late for writing conferences. Remember, your absence does not alter due dates. *You cannot pass the class without submitting all four major essay assignments.*

### Email Submissions

I expect assignments to be submitted in hard copy. Emailed assignments will be penalized *one point*. Printing your papers is not my responsibility, so emailed submissions will be graded using Track Changes in Microsoft Word. Therefore, assignments in any file format other than .doc/.docx will not be accepted.

### Workshopping Days

Writing is a process, so we will be dedicating significant class time to workshopping our papers via peer review. While rough drafts are not formally graded, you are expected to participate in workshopping days by presenting your in-progress work to classmates for feedback. Doing so strengthens your ideas and your final draft, which is formally graded. *If you do not participate in workshopping days, either by absence or by not sharing your work, three points will be deducted from your final draft.*

### Save Your Work Constantly.



Make a habit of hitting CTRL+S or CMD+S every few seconds. Print extra copies of assignments for your records. Email assignments to yourself. Use external backups. I strongly recommend Dropbox (it's free; use <https://db.tt/hW0iLT4> for extra space) or a similar service to protect your work. Have multiple contingency plans in case one of your backup methods fails. Do not fall victim to carelessness or faulty technology.

## Plagiarism

If you use someone else's words or thoughts without crediting them, you are plagiarizing. If you do not document your sources, you are plagiarizing. If you paraphrase without properly identifying the original author, you are plagiarizing. If you copy, buy, borrow, steal, or otherwise obtain and use another person's work as if it were your own, you are plagiarizing. Plagiarism is a high academic and literary offense. *If you plagiarize, I will catch you, and you will receive a zero for the assignment in question. I will also report you to the Academic Dean, and the incident will go on record.*

Plagiarism is theft. Do not do it.

## TRCC Email

Email will be our primary communication method throughout the semester. If you need to reach me, [amarvin@threeivers.edu](mailto:amarvin@threeivers.edu) is your best bet. In addition, you have each been assigned a TRCC email address (@mail.ct.edu; log in with @student.commnet.edu). This is how I will contact you. Please familiarize yourself with TRCC email, check it regularly, and use proper email etiquette when corresponding with me and your other professors. If you need help, go to [www.trcc.commnet.edu](http://www.trcc.commnet.edu) → Academics → Distance Learning → Resources for Students. Do not ignore your email.

## Withdrawal

Students may officially withdraw from any class at the Registrar's Office (A115, [registrar@trcc.commnet.edu](mailto:registrar@trcc.commnet.edu), 215-9919) up to one week before the last day of classes. Withdrawal does not affect your GPA, but it may have financial aid consequences, so consult with Financial Aid or your advisor before making any decisions. Any student who does not attend class or complete all coursework without officially withdrawing will be graded accordingly.

## myCommNet Alert

myCommNet Alert is a system that sends text messages and emails when there is a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather. I encourage you to sign up for these alerts in myCommNet. In

addition, there may be instances when the college is open, but I am unable to make it to campus. In these rare cases, I will notify you via email as soon as possible.

### **Special Considerations for Students with Disabilities**

If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (see the chart below) as soon as possible. Please note that an instructor cannot offer disability accommodations until a student provides the necessary paperwork from the college's Office of Disability Services. Also note that *accommodations take effect when the instructor receives the paperwork from a student*. They will not be provided retroactively.

<b>TRCC Disability Service Providers</b> Counseling & Advising Office	
Matt Liscum, Counselor (860) 215-9265 Room A113	Learning disabilities, ADD/ADHD, autism spectrum, mental health
Elizabeth Wilcox, Advisor (860) 215-9289 Room A113	Medical, mobility, and sensory disabilities

### **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 throughout your academic career, present only your own best work, clearly document the sources of the material you use from others, and act at all times with honor.

### **The Writing Center: C113**

The mission of the TRCC Writing Center is to give all students the tools and support they need to be successful and independent academic writers. It offers a range of services for students, faculty, and staff covering four basic areas: walk-in and reserved appointments, classroom presentations, writing resources, and emailed paper submissions. To contact the Writing Center, call (860) 215-9082, or email [TRWritingCenter@trcc.commnet.edu](mailto:TRWritingCenter@trcc.commnet.edu).

### **Donald R. Welter Library**

The library is open Monday–Thursday from 8:30 AM to 8:00 PM and Friday from 8:30 AM to 3:00 PM. It is closed on Saturdays and Sundays. Hours may be truncated during the Summer and Winter sessions. The Circulation & Information Desk can be reached at (860) 215-9051. For more information, visit the library’s website.

### **Computer Labs**

In addition to the Writing Center’s Tutoring Lab and the library, an open computer lab can be found in E112. Its hours of operation are Monday–Thursday 9:00 AM to 9:00 PM and Friday 9:00 AM to 6:00 PM. It is closed on Saturdays and Sundays. Hours may be truncated during the Summer and Winter sessions.

### **Printing**

Students can print from the open computer lab and the library. Each semester, a printer quota of 500 sheets is put in place. Once you have printed out 500 copies, you need to pay \$5.00 for each additional 100 pages.

### **Digication Statement**

All students are required to maintain an online learning portfolio in Digication using the college template. Digication gives students the opportunity to monitor their personal growth and integrate lessons from inside and outside the classroom. Periodically, a Three Rivers General Education Assessment Team will select and review random works to help improve the college experience. Student work reviewed for assessment purposes will remain private and anonymous. Students can create multiple portfolios and may continue to use their Digication account after graduation.

### **Mandated Court Reporter**

Please know that I am required to share what you tell me with the Title IX Coordinator or the Dean of Student Services. They will want to discuss your rights and options with you, and they will do their best to protect your privacy and honor your wishes, but they may need to investigate further or even contact law enforcement if there is a danger to you or the campus.

You also have a right to a completely confidential option, and Student Services (A Wing) can help you access free 24/7 counseling services, which can also connect you with legal or medical help.

### **Board of Regents for Higher Education and Connecticut State Colleges and Universities Policy Regarding Sexual Misconduct Reporting, Support Services, and Processes Policy**

Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:

“The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence, and stalking.”

### **Title IX Statement of Policy**

“Title IX of the Education Amendments of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students are protected by Title IX regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin, in all aspects of a recipient’s educational programs and activities.”

If any student experiences sexual misconduct or harassment and/or racial or ethnic discrimination on the Three Rivers Community College campus, or fears for their safety from a threat while on campus, please contact:

Vicki Baker  
Interim Title IX Coordinator  
Office E110  
574 New London Turnpike, Norwich, CT 06360  
(860) 215-9208, VBaker@trcc.commnet.edu

## Course Calendar

Below is a tentative calendar of our semester's dates and assignments. Please note that this information is subject to change based on our progress and my whims. Be mindful of deadlines and our late assignment policies.

### Week 0

Wednesday 1/17: Hello there. Personal introductions. The syllabus.

*For next class:* Read James Joyce's "Eveline" (436–39). Write your first reading response.

### Week 1

Monday 1/22: Discuss Joyce.

*For next class:* Read Katherine Mansfield's "Miss Brill" (258–61) and Gail Godwin's "A Sorrowful Woman" (39–43). Respond to one of them.

Wednesday 1/24: Discuss Mansfield and Godwin.

*For next class:* Read Tim O'Brien's "How to Tell a True War Story" (489–96) and Ernest Hemingway's "Soldier's Home" (161–67). Respond to one of them.

### Week 2

Monday 1/29: Discuss O'Brien and Hemingway.

*For next class:* Read Maggie Mitchell's "It Would Be Different If" (212–15) and Peter Meinke's "The Cranes" (539–41). Respond to one of them.

Wednesday 1/31: Discuss Mitchell and Meinke.

*For next class:* Read and respond to Flannery O'Connor's "A Good Man Is Hard to Find" (361–71).

### Week 3

Monday 2/5: Discuss O'Connor.

*For next class:* Read and respond to William Faulkner's "Barn Burning" (406–17).

Wednesday 2/7: Discuss Faulkner.

*For next class:* Prepare the proposal for your Fiction Essay (250 words).

### Week 4

Monday 2/12: Writing conferences.

*For next class:* Have three copies of your Fiction Essay rough draft (750-word minimum) ready for Wednesday.

**Wednesday 2/14: Fiction Essay rough draft is due (three copies!). Peer reviews. Workshopping.**

*For next class:* Continue working on your Fiction Essay.

## **Week 5**

Monday 2/19: No class... Presidents' Recess.

*For next class:* Polish your essay, and prepare for submission on Wednesday.

**Wednesday 2/21: Fiction Essay final draft is due. Presentations.**

*For next class:* Read and respond to Langston Hughes's "Harlem" (983–84).

## **Week 6**

Monday 2/26: Discuss Hughes.

*For next class:* Read and respond to Tony Hoagland's "America" (1032–33).

Wednesday 2/28: Discuss Hoagland.

*For next class:* Read Robert Herrick's "To the Virgins, to Make Much of Time" (645–46) and Andrew Marvell's "To His Coy Mistress" (647–48). Write a response comparing the two.

## **Week 7**

Monday 3/5: Discuss Herrick and Marvell.

*For next class:* Read and respond to T. S. Eliot's "The Love Song of J. Alfred Prufrock" (948–52).

Wednesday 3/7: Discuss Eliot.

*For next class:* Read William Shakespeare's "Shall I compare thee to a summer's day?" (780–81) and "My mistress' eyes are nothing like the sun" (781). Write a response comparing the two.

## **Week 8**

Monday 3/12: No class... Spring Break.

*For next class:* Go nuts.

Wednesday 3/14: No class... Spring Break.

*For next class:* Make sure you've read and responded to the two Shakespeare sonnets.

## **Week 9**

Monday 3/19: Discuss Shakespeare's sonnets.

*For next class:* Read and respond to a poem of your choice.

Wednesday 3/21: Poetry grab bag.

*For next class:* Read and respond to a poem of your choice.

## **Week 10**

Monday 3/26: Poetry grab bag.

*For next class:* Prepare the proposal for your Poetry Essay (250 words).

Wednesday 3/28: Writing conferences.

*For next class:* Have three copies of your Poetry Essay rough draft (1,000-word minimum) ready for Monday.

## **Week 11**

**Monday 4/2: Poetry Essay rough draft is due (three copies!). Peer reviews. Workshopping.**

*For next class:* Polish your essay, and prepare for submission on Wednesday.

**Wednesday 4/4: Poetry Essay final draft is due. Presentations.**

*For next class:* Read and respond to Susan Glaspell's *Trifles* (1079–89).

## **Week 12**

Monday 4/9: Discuss Glaspell.

*For next class:* Read and respond to Act I of Arthur Miller's *Death of a Salesman* (1496–1526).

Wednesday 4/11: Discuss *Death of a Salesman* Act I.

*For next class:* Read and respond to Act II of Arthur Miller's *Death of a Salesman* (1526–61).

## **Week 13**

Monday 4/16: Discuss *Death of a Salesman* Act II.

*For next class:* Read and respond to Act I of William Shakespeare's *Othello* (7–55).

Wednesday 4/18: Discuss *Othello* Act I.

*For next class:* Read and respond to Act II of Shakespeare's *Othello* (59–107).

## **Week 14**

**Note:** Shakespeare & Company will be performing a 90-minute production of *Othello* on Monday 4/23 in the Multipurpose Room, followed by a Q&A and workshop with the actors. Details will follow, and I implore everyone to attend. This is the only opportunity to earn bonus points (+2) in this class.

Monday 4/23: Discuss *Othello* Act II.

*For next class:* Read and respond to Act III of Shakespeare's *Othello* (111–67).

Wednesday 4/25: Discuss *Othello* Act III.

*For next class:* Prepare the proposal for your Drama Essay (250 words). Read and respond to both Acts IV and V of Shakespeare's *Othello* (171–265).

## **Week 15**

Monday 4/30: Writing conferences.

*For next class:* Make sure you've read *Othello* Acts IV and V. Keep working on your Drama Essay.

Wednesday 5/2: Discuss *Othello* Acts IV and V.

*For next class:* Have three copies of your Drama Essay (1,250-word minimum) ready for Monday.

Friday 5/4: Last day to withdraw!

## **Week 16**

**Monday 5/7: Drama Essay rough draft is due (three copies!). Peer reviews. Workshopping.**

*For next class:* Polish your essay, and prepare for submission on Wednesday.

**Wednesday 5/9: Drama Essay is due. Presentations. Course evaluations.**

*For next class:* Have a spectacular summer.

***Fin***

Final grades due: Friday 5/18

Grades available online: Monday 5/21