

ENGLISH 102 – LITERATURE AND COMPOSITION

Janet Hagen

Office Hours: TR 12:30-1:30 / T 3:30-4:30

** See below*

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**For my evening classes, I will be available Saturday mornings for email consultations. Please email your questions or concerns by Friday evening and I will reply Saturday morning.*

Welcome to “Literature and Composition,” English 102. In this course we will focus on how to read serious literature, how to develop an interpretation of what we read, and then how to explain and support our interpretations in writing. The objective of the course is to develop critical thinking and writing skills. In the process of developing these skills, we will focus on the three genres of fiction, poetry, and drama from a thematic approach to understand the interpretive elements in the text and the conditions that affect the reader. During the semester you will also be given instruction in composition and will be required to write frequently.

Prerequisite: ENG 101

Course Objectives

- Identify the literary genres of poetry, fiction, and drama, and some of the forms and structures within those genres.
- Understand the use of the basic elements of formalist criticism to analyze a work of literature, for example, theme, tone, point of view, characterization, and figurative language.
- Recognize and define other critical strategies beyond formalist criticism to analyze a work of literature, including some of the following: psychological, feminist, gender, cultural, postcolonial, new historical, Marxist, biographical, and reader response and then to be able to use these various critical theories to analyze literature.
- Develop an interpretation about both the meaning and structure in a work of literature and support this perspective with specifics from the text in the written form of a formal essay.

Required Texts

- Henderson, Day, and Waller, *Literature and Ourselves*, 5th edition
- Hacker, Diana. *A Writer's Reference*, 5th edition
- Mootoo, Shani. *Cereus Blooms at Night*

Other Required Materials

A two-pocket folder and a stapler

Grade Percentages

Essays

1	15%	Peer Review	10%
2	25%	Class participation,	
3	30%	assignments, & in-class writing	20%

EXPLANATION OF ASSIGNMENT AND GRADES

ESSAYS (70)%: During the semester you will be required to write three formal essays. As my expectations increase, so will the grade percentage awarded for each essay. Each essay is to be thesis driven and support an argument. The thesis statement should be in the introduction, and the body of the essay should contain paragraphs that support and develop the thesis with textual evidence cited correctly. The essay assignments will be handed out in class and will focus on the thematic units we will have been working through.

PEER REVIEW (10%): Before turning in your essay, you will be required to develop a formal typed draft of your essay to bring to class for peer review workshops, along with the required amount of copies of your draft to share with your peers. (See syllabus for specifics.) This draft should be the best essay you can write and should be completed. (I will check, and you will need to meet these requirements or you will not be allowed to participate in peer review.) In class I will assign you into groups and you will be responsible to give feedback to your peers on their essays based on the requirements handed out during that class period. After you receive written input from your peers, it is expected you will then revise your essay. You will be graded on how effectively you review your peers' essays. ***Also, if you miss a peer review day or if you come to class without a completed (and typed) draft for review and the required copies of that draft, you will not be able to participate in peer review and it will affect your grade negatively.*** Finally, when you turn in your final paper you will need to place it in a pocket folder with the original essay (before peer review), the actual peer reviews, and your final essay to be graded. If you are missing any of these components your grade will be lowered.

Paper Format: There is no such thing as a hand-written formal essay. Periodically, I will assign hand-written writings (or will accept them), but all formal essays are to be typed on a computer or word processor, double-spaced (not tripled or two-and-half spaces), with one inch margins and fonts no larger than 12 points. (See Hacker's *A Writer's Reference*, page 371, for an example of the correct format for an academic essay.) Be forewarned that if you create extra spaces between paragraphs or type with extra large margins or fonts, I will return your essay without a grade or your grade will be affected negatively. All essays **must** follow MLA citation format. (Get familiar with the handbook!) ***Pet Peeve:** *Sloppy papers. It is your job to proofread carefully. If I can't read your paper due to careless errors, such as spelling mistakes, I will return it.*

CLASS PARTICIPATION AND INFORMAL ASSIGNMENTS (20%): A literature course such as this requires class discussion, with your input vital for the success of the course. Thus, I will expect that you will have read the assigned material **before** class and will be able to fully participate individually and, if designated, in a group. Throughout the semester I will be assigning in- and out-of-class informal assignments. Unless noted otherwise, you will be able to hand in these assignments handwritten. You will be graded on your work, both verbal and written, and in a group and as an individual. **Missed assignments may not be made up.**

**** OTHER POLICIES ****

Deadlines: There is no such thing as late work. For each calendar day that an essay or assignment is late it will lose a letter grade. If you have an emergency, please contact me before the due date to make other arrangements. If you must miss class on the day that an assignment is due, then the paper needs to be placed in my mailbox **before** class. (I will not accept essays via email unless you have previously contacted me and I have agreed to accept your work through email.)

Attendance: In order for the class to be successful it is important that you attend regularly. You will be allowed up to two unexcused absences. After that your grade will be affected negatively. For 3 absences, your grade will be lowered one full letter grade. 4 unexcused absences will result in your grade being lowered two full letter grades, 5 absences three full letter grades. If you miss 6 or more classes, you will automatically fail the course. (An excused absence includes, for example, illness and/or injury and will only be excused with documentation, such as a doctor's note. Missing class because you have to work does not count as an excused absence.)

***Please keep in mind that if you must miss class, you will still be held accountable for the material covered in class and all assignments that are due that day. Any work we do in class cannot be make up, and it is part of your in-class participation grade.

Tardiness: *Be in class on time.* It is very disruptive for everyone already engaged in an activity to have to stop because of late arrivals. Therefore, within the first five minutes of class I will take attendance. If you arrive after I have taken attendance, you will be marked as late. Cumulatively, 3 late marks will equal one unexcused absence, 4 marks, two unexcused absences, and for 5 marks, three unexcused absences. Leaving class early or taking a break to leave the class and return will also be counted towards an unexcused absence. Therefore, each time you leave I will mark your departure and count it as a tardy. Please note that leaving class early to go to work also counts as an unexcused departure and will be documented.

Cell phones and beepers: School regulations require that all cell phones and beepers be turned off in learning environments. If it is imperative for you to be available by cell phone or a beeper, please speak to me before class to arrive at a suitable agreement.

Plagiarism: **Plagiarism—the copying or misrepresenting of someone else's work as your own—will not be tolerated and will result in a failing grade for this course.**

Tutoring: Three Rivers has tutors trained to assist students in developing better writing skills. The center is located at the Mohegan Campus, room 106. You can also access help via email at TRWritingCenter@trcc.commnet.edu. Include your name, student ID, and brief explanation of the assignment.

Students with disabilities: Any student with a hidden or visible disability which may require classroom modifications should see me about her/his disability within the first week or two of class. I will ask you to see the learning disability counselor, Chris Scarborough, on campus so that together we can work out an appropriate plan to meet your needs.

Bad weather: On stormy days, call the school or listen to the news to see if classes are canceled. I also commute long distance, so if it appears I won't be able to make it to class, I will email everyone with notification. Please make sure that your email address is correct and updated in the registrar's office. (Even if class is canceled, follow the syllabus to keep up on the readings and work.)

SPRING 2007

Please bring your books to class every day. If you do not have the text we are working out of in class then you will not be allowed to participate in class activities and assignments. Unless designated with the title *A Writer's Reference* or *Cereus Blooms at Night*, all readings are from *Literature and Ourselves*.

January

- 23 Introduction to course. What have we been reading and why do we read? What constitutes "serious" literature? How can we read to become better critical thinkers? What can we learn about the human experience through literature?
- 30 In *Literature and Ourselves* read **Poetry** 12-21 (Formalist Criticism 1398); Family 61-63; "Mother to Son" 154; "There Is No Word for Goodbye" 159; "Nurture" 160; "First Love" 161; "My Father Is a Simple Man" 163; Improvisation for Piano" 168; "Future Connected By" 172. After reading the poems, reread "Future Connected By" and answer the questions under "Questions for Discussion," page 173.

February

- 6 No class. Read **Fiction** 6-12; "A Domestic Dilemma" 92. Type a character sketch of Martin and Emily. Think about what motivates them and explain how their development as characters contributes to the plot (conflict). Bring to class on the 13th. Read "Sonny's Blues" 101.
- 13 Read "Sonny's Blues" 101 (again). This time after reading this story develop 3 lists where you identify where these symbols appear: light and darkness, windows, and music. (Please write out the lists. To be turned in.)
- 20 "Everyday Use" 136; "Andre's Mother" 173; "Customs of the Country" 639; "The Mother" 157; "The House on Moscow Street" 166; "The Writing Process" 27-59; pay particular attention to "The Critical Analysis Essay," page 44, and how to write an argumentative essay, pages 46-59.
- 27 **Peer Review:** Bring in 4 typed copies of your essay.

March

- 6 **ESSAY ONE DUE** – place in folder with one original draft and the peer reviews. Men and Women 264 (Gender Criticism 1401); "Désirée's Baby" 327; "Barbie Doll" 424; "Breaking Tradition" 425
- 13 "The Yellow Wallpaper" 333. Answer the "Questions for Discussion" on page 345 and answer number 1. under "Suggestions for Exploring, Writing, and Persuading." (Type answers.) "Phenomenal Woman" 420; "Incompatibilities" 423. "Hills Like White Elephants" 356; "A Temporary Matter" 377; "Anniversary" 428.

20 *** **Spring Break – no class this week**

27 **Peer Review:** Bring in 4 typed copies of your essay.

April

3 **ESSAY TWO DUE:** place in folder with one original draft and the peer reviews.
Drama 21-27; Read August Wilson's *Fences*, all of Act 1:178-210.

10 Finish reading *Fences*, Act 2:210-232. Watch *The Piano Lesson*.

17 *Cereus Blooms at Night* – read pages 1-126; bring to class 5 thought-provoking questions (to be turned in for credit *at the beginning of class*).

24 *Cereus Blooms at Night* – finish book; again, bring to class 5 thought-provoking questions; write a list of the major themes and a paragraph that is your response to the novel (to be turned in for credit *at the beginning of class*).

31 **Peer Review.** Bring to class 4 typed copies of your draft.

May

8 **FINAL ESSAY DUE. No exceptions.** Turn in with one copy of your first draft and peer review sheets.

If you would like your final paper returned right away, please enclose a self-addressed stamped envelope with it. If not, then please pick up your folder next semester. Final grades will be posted May 25 online.

**The syllabus may change at any time, so it is your job to contact me or a peer to remain informed of the changes.*