

## **English 102: Literature and Composition**

Prof. Barbara Saez

Office: Library, Mohegan Campus

Office Hours: Tuesdays and Thursdays, 4:15 to 5:00

email: [bsaez@trcc.commnet.edu](mailto:bsaez@trcc.commnet.edu)

### **SYLLABUS**

#### **Course Description**

Students learn how to read serious literature, how to develop an interpretation of a text, and how to explain and support their ideas in writing. Through the study of selected works of fiction, poetry, and drama, students learn the elements of textual analysis and become familiar with the ways in which critical approaches affect interpretation. Students receive continued instruction in composition and are required to read and write frequently. Prerequisite: Eng.101

#### **Required Text and Materials**

1. Making Literature Matter: An Anthology for Readers and Writers, Schilb and Clifford
2. An active email address where I can communicate with you
3. A 3-ring binder in which to keep your in-class writing, your reading responses, and your essay drafts

#### **Recommended Text**

You might want to have as a reference tool a writing handbook that explains MLA documentation style and basic rules of grammar (information you would have covered in English 101). A Writer's Reference by Diana Hacker, which is used for Eng.101, is a great choice. As an alternative, you can also find this information online, in the Writing Center, and in the Library; basic information on MLA format is also located in your text.

#### **Learning Outcomes**

English 102 is designed to build specific skills and abilities. If you successfully complete English 102, you 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.
- Recognize and define other critical strategies beyond the formalist, including some of the following: psychological, feminist, new historical, cultural, Marxist, post-colonial, reader response.
- Distinguish how different critical theories affect interpretation and levels of meaning; recognize the validity of differing interpretations.
- Formulate your own perspectives about both meaning and structure in a work of literature, and support your perspectives with specifics from the text.
- Articulate your perspectives to classmates, contrasting the different views and evaluating the evidence for each.
- Write an analytical, evaluative essay with a clearly stated thesis that sets forth and supports an interpretation of a literary work.
- Use MLA parenthetical style to document references to texts.

## Grading

Your grade for the semester will be based on the following:

### Class Participation

20%

This includes the following:

- coming to class regularly, arriving on time, remaining for the full class, and having all your work prepared;
- participating appropriately and consistently in full-class and small-group discussions;
- participating fully in the peer review process;
- being prepared for, and fully engaged with, regular **in-class writing\***;
- submitting 8 one-page **reading responses\*** during the semester

### \*More on In-class Writing and Reading Responses

During the semester, you will be asked to write a variety of responses to some of the works of literature we have read. Some will be brief (10 minutes) in-class exercises that will help to start our class discussion. Others (one page reading responses) will be done outside of class and will zero in on readings and issues you want to explore further or raise questions about. Though these writings will be relatively informal, and may often start with your reactions to, or feelings about, a work, they need to go beyond stating your “feelings” and also address concerns such as themes, characters, use of language, cultural and historical contexts, and other issues (all of which will be explained in class). This informal writing is where you should begin to explore ideas and raise questions that might later be developed into full papers.

Though I will not ask you to turn in the in-class writing, I will make note of who is present and writing, and I will often call upon you to share your writing in class.

I will ask you to turn in reading responses, 4 before mid-term, and 4 after mid-term. I will make frequent suggestions in class as to ideas for reading responses, and you will begin to develop many ideas of your own. Ultimately, you choose which work of literature you want to address in each response. You may turn in these one-page responses whenever you wish, within certain boundaries. The first four responses must be submitted during first half of semester, up to Thursday, March 15, and must deal with works read during the first half of the semester. The second four must be submitted during the second half of the semester, up to Thursday, May 3, and must deal with works read during the second half of the semester. It is important that these responses give evidence of consistent effort and engagement throughout the semester.

You may not turn in more than one response at a time, and each response must be about a different work of literature. The responses will be marked either “acceptable” or “unacceptable” (i.e. either meeting or not meeting the expected standard of critical thinking) and will be returned to you. If you receive an “unacceptable,” you may, if you wish, do an additional response on another topic to replace **one** unacceptable response.

**Mid-term Exam****20%**

You will be required to take an in-class exam which will cover everything read to date this semester. It will be essay and short answer format. This exam cannot be made up without a documented medical reason.

**Essays****60%**

During the semester, you will be asked to write **three** essays, each analyzing one or more of the works we have read. I will provide specific instructions for each essay assignment, but there will always be a broad range of choices that should accommodate your interests. Often something you've talked about in a reading response or an in-class writing will be worth exploring more fully in a longer essay. Each essay is expected to be from 4 to 6 pages in length depending upon the topic you choose. It is important to narrow your topic appropriately so that you can develop it adequately in 6 pages. Essays must be prepared using MLA parenthetical citation format. **Each essay** will receive a letter grade and **will be worth 20%** of the semester grade.

For the first of these essays, you will be asked to participate in a **peer review process**. After receiving feedback from your peers, you will need to assess the feedback and revise the draft. Then, you will hand in your revision, the comments you received from your peers, and a brief (one paragraph) statement explaining what you revised and why. I will then give you additional feedback and you will have another chance to revise before submitting the final version.

For the second and third essays, it is recommended that you get peer reviews and Writing Center feedback, but it is not required. I will **not** collect, read, and comment on drafts, but you may come to see me to talk about your draft if you wish. You will submit only the final version of these essays for grading. All essays must be submitted by due date.

**OTHER EXPECTATIONS AND REQUIREMENTS****Attendance, Promptness, and Courtesy**

Class discussion will be a significant part of this course; you have a responsibility to contribute to the "conversation" and to listen respectfully to the views of others. You cannot contribute fully and effectively if you are not regularly present and if you are not fully prepared. I will expect you to be in class, to be on time, and to remain for the full class. If you must, on a rare occasion, be late, please enter class quietly and sit in a place that is least disruptive to me and to your classmates. If you are absent, you are responsible for any work covered in your absence or any changes made in the syllabus or assignments. Please keep in touch with a classmate to get caught up on missed work. If you find that life circumstances require you to be late or absent frequently (more than a couple of times), it would be wise to drop the course.

**Submission of Work**

- **Format--** All written work must be word-processed (except, of course, for work written in class). **Handwritten essays (including drafts) or handwritten reading responses will not be accepted.** Please use standard type size

(about 12 point) and margins no larger than 1 inch. Double-space lines and indent paragraphs. Use a plain style font--no italic or script. Any document emailed to me must be in Microsoft word format. I do not accept assignments submitted on a CD, only paper copy or emailed Microsoft word document if you are absent.

- **Promptness**-- All work must be submitted on time. Due dates for essay assignments are listed in the Schedule of Assignments.
- **Keeping Copies--It is your responsibility to keep a copy of any work you submit.** You should keep all work for the full semester in a binder, including drafts, in-class writing, and reading responses, with everything clearly labeled and dated. I reserve the right to ask to see this work at any time.

### **Academic Integrity**

Plagiarism is a violation of academic integrity. It occurs when you take credit for someone else's work and submit it as your own, either intentionally or merely through sloppy documentation of sources. Any plagiarized work will receive an F, and an F for the semester is possible. Please see the full statement on academic integrity either in your Student Handbook or on the College's website.

### **Students with Disabilities**

Any student with a documented disability which may require classroom modifications should see me about this within the first week or two of class. I will ask you to see one of the learning disabilities counselors on campus so that together we can work out an appropriate plan to meet your needs.

### **Withdrawal from Class**

Up to March 30, a student may officially withdraw at the Registrar's Office for any reason without the signature of faculty. From March 31 until April 23, a student may withdraw with the signature of the instructor or advisor. Any student who merely stops attending this class, but does not officially withdraw through the Registrar's Office, will receive a grade of F for the semester. There are NO withdrawals after April 23. Please review the course registration booklet or the Three Rivers web site for more detailed information.

### **Messages and Conferences**

To reach me, you may email me at [bsaez@trcc.comnet.edu](mailto:bsaez@trcc.comnet.edu). I check my email Monday through Friday. I encourage you to visit me during office hours to talk about your progress in this course or to discuss any difficulties you might be having with the assignments. Although I frequently chat with students before and after class, this is not a good time or place to discuss concerns you might have about grades or assignments. Please come to see me during office hours so that I can focus on your concerns without distractions and give you the attention you deserve.

### **Syllabus Updates**

A final note—the assignment schedule may be modified during the semester depending upon the pace of the class. I will discuss any changes with the class. If you are absent, it

is your responsibility to find out if any changes were made, and to keep up with the work.