

**ENG 102: Literature and Composition**  
Three Rivers Community College  
Spring 2014 Syllabus  
Monday 6:30-9:15pm, Room E-223

Instructor: Todd Barry

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Office Hours: M 11-12, W 1-3, and by appointment.

Office Location: D-203B.

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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.

### **REQUIRED TEXTS**

*The Bedford Introduction to Literature*. 10th ed. Michael Meyer.

### **LEARNING OUTCOMES**

Upon successful completion of this course, students should be able to:

#### ***Read and think critically***

- Demonstrate an understanding of the connection between reading literature and critical thinking.
- Use the basic elements of formalist criticism to analyze a work of literature, including theme, tone, setting, point of view, characterization, plot, and figurative language.
- Recognize and use other critical strategies beyond formalism to analyze literature, 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 using different critical approaches in literary analysis.
- Demonstrate an understanding of the importance of reading literature presenting diverse perspectives.
- Formulate and articulate their own perspectives about both meaning and structure in a work of literature supported with specifics from the text.

### *Write critically and analytically*

- Write responses that articulate their perspectives about both meaning and structure in a work of literature supported with specifics from the text.
- Write formal academic essays that articulate their arguments about both meaning and structure in a work of literature supported with specifics from the text.

### *Demonstrate information literacy*

Further develop research skills by demonstrating an ability to:

- Recognize when it is appropriate to use outside sources
- Evaluate sources for accuracy, validity, and academic relevance
- Cite sources using MLA citation format
- Employ strategies for avoiding plagiarism

### *Apply the foundations of strong academic skills*

- Identify the literary genres of poetry, fiction, and drama, and some of the forms and structures within those genres.
- Recognize how reading literature aids in the understanding of the human condition.
- Produce academic documents that adhere to MLA formatting conventions.
- Work with others to analyze literature and develop valid interpretations.
- Formulate questions that encourage critical thinking and a deeper understanding of literature.

## **ASSIGNMENTS**

### **Essays**

You will be asked to write three formal essays on topics generated from your reading and class discussions. Essay #1 will be 4-6 pages in length; Essay #2 will be 5-7 pages; Essay #3 will be 6-8 pages.

Although further, more specific criteria will be given out for each assignment, general guidelines are as follows: while it is important that you demonstrate your ability to respond to the readings, explore the draft process, and complete all assignments, all essays will be graded on the quality of the finished product which will take 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.

Only those students who hand in the completed essay on time and receive a grade below C will have the option to revise the paper; however, all such re-writes must first be discussed with me. I will only count the re-write grade.

**ALL WORK MUST BE COMPLETED ON TIME, TYPED AND FOLLOW MLA FORMAT. LATE ESSAYS WILL BE ACCEPTED UP TO ONE WEEK PAST THE DUE DATE BUT WILL BE DOWNGRADED ONE FULL LETTER GRADE. LATE ESSAYS MAY NOT BE REVISED.**

### **Short Writings**

In addition to formal essays, we will be doing both in and out of class writing assignments. If you have not done the reading, you will not be able to successfully complete these assignments which will include quizzes, summaries, short essays, etc. You cannot make up these assignments or rewrite them.

### **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.

**Failure to participate in Peer Review/Writing Workshop days will result in a full letter-grade reduction on that paper (10 points).**

### **FINAL GRADES**

Essay #1	15%
Essay #2	20%

Essay #3	20%
Midterm	15%
Final	15%
Short writings, discussion, and quizzes	15%

## COURSE POLICY

### **Attendance**

Attendance is a requirement. More than two unexcused absences will have a negative effect on your grade. If you miss class, it is up to you to find out what you have missed and make up the work in whatever way you can.

### **Classroom Decorum**

If you are late, leave class early, or allow your cell phone to ring, you are being disruptive. I expect you to come to class on time with all the necessary texts and remain in the classroom for the entire period. Disruptive or inappropriate classroom behavior will have a negative effect on your grade.

### **Withdrawal Dates**

Students may officially withdraw at the Registrar's Office up until May 12.

### **"N" Grade Policy:**

The N Grade is assigned to students when there is no basis for a grade. This would apply to students who never came to class as well as to those who didn't attend or participate long enough to be graded. The N grade is used to distinguish between earned failures (F), official withdrawals (W), and students who stop attending or participating before there is a basis for a grade. In most cases there would be no basis for a grade for students who stop attending or participating before the 60% point. Like a withdrawal, the N grade does not get included in a student's GPA but does count as a non-completed course.

### **Plagiarism**

Plagiarism is the intentional use of someone else's words or ideas. It is a serious violation of academic standards that is subject to one or more of the following penalties: a failing grade for

the paper; a failing grade for the course; a report to the administrative authorities for appropriate action (i.e. a notation on the student's permanent record, suspension, or expulsion). Please familiarize yourself with the Academic Integrity policy in our on-line catalogue.

### **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.

<p><b>TRCC Disabilities Service Providers</b></p> <p>Counseling &amp; Advising Office</p> <p>Room A-119</p>	
<p><b>Matt Liscum</b></p> <p>(860) 215-9265</p>	<ul style="list-style-type: none"> <li>• Physical Disabilities</li> <li>• Sensory Disabilities</li> <li>• Medical Disabilities</li> <li>• Mental Health Disabilities</li> </ul>
<p><b>Chris Scarborough</b></p> <p>(860) 215-9289</p>	<ul style="list-style-type: none"> <li>• Learning Disabilities</li> <li>• ADD/ADHD</li> <li>• Autism Spectrum</li> </ul>

### **Email Communication**

I encourage you to communicate with me via email; however, please be mindful that any email communication with me should be regarded as a formal communication and follow standard written English conventions.

## Digication Statement

All students are required to maintain an online learning portfolio in Digication that uses the college template. Through this electronic tool students will have the opportunity to monitor their own growth in college-wide learning. The student will keep his/her learning portfolio and may continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. Student work reviewed for assessment purposes will not include names and all student work will remain private and anonymous for college improvement purposes. Students will have the ability to integrate learning from the classroom, college, and life in general, which will provide additional learning opportunities. If desired, students will have the option to create multiple portfolios.

## Reading Schedule

Readings are to be completed for the day listed.

\*\*\*NOTE: You are never responsible for writing out responses to the questions at the end of assigned readings in the textbook.

## FICTION

Mon. Jan. 27	<p>Introductions            Readings: Kafka, "An Imperial Message" (handout provided in class)</p>
Mon. Feb. 3	<p>Introduction, "Reading Imaginative Literature" (pp 1-7)            Setting (184-186); Symbolism (265-268); Point of View (215-220);            Theme (296-299); Style, Tone, and Irony (323-327)            Ch. 55, "Critical Strategies for Reading" (2025-2048)            Ch. 56, "Reading and the Writing Process" (2049- 2060); Writing About            Fiction (57-60)</p> <p>Godwin, "A Sorrowful Woman" (39-44)            Mansfield, "Miss Brill" (308-312)            Brodie, "Spiderman Summer" (638-645)</p>
Mon. Feb. 10	<p>Hemingway, "Soldier's Home" (186-192)            O'Brien, "How to Tell a True War Story" (340-350)            Oates, "Hi Howya Doin" (612-614)            Moody, "Boys" (350-354)            Ch. 18, "Remarkably Short-Short Stories" (620-633)</p>

Mon. Feb. 17 NO CLASS – PRESIDENTS’ DAY

## POETRY

Mon. Feb. 24 Writing Workshop.

Mon. March 3 **Essay #1 Due by Thursday, Feb. 27 (4-6 pages)**  
 Readings: “At Lake Scugog” (online link); “Introduction to Poetry” (776)  
 Ch. 23, “Writing about Poetry” (793-795); Ch. 26, “Figures of Speech”  
 (865-887)

Mon. March 10 Readings TBA

Mon. March 17 SPRING BREAK

Mon. March 24 Readings TBA

Mon. March 31 Midterm Exam (online)

Mon. April 7 Writing Workshop

## DRAMA

Mon. April 14 **Essay Assignment 2 due (5-7 pages)**  
 Glaspell, *Trifles* (1385-1395)  
 Sophocles, *Antigone* (Introductory material 1434-1441; first half of play,  
 lines 1-655, pp 1485-1501)

Mon. April 21 *Antigone* cont’d. Finish play for today. In-class writing assignment.

Mon. April 28 Miller, *Death of a Salesman*; “Tragedy and the Common Man” (1840-1909)

Mon. May 5 Wilson, *Fences* (1966-2016)

Mon. May 12 Writing Workshop

Mon. May 19 **Essay Assignment 3 due.** Submit on Blackboard (6-8 pages).  
 Final Exam (online)