

ENG 102: Literature and Composition

Three Rivers Community College

Syllabus

Online Spring 2014

Instructor: Todd Barry
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Office Hours: Monday 12:45-1:45, Wednesday 1-3, and by appointment. Even though this is an online course, feel free to meet with me in person or call my office.

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, etc.
- 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 submit 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. You may not rewrite Essay 3.

Please note that while I actively encourage you to seek help from the Writing Center or myself, I do not accept work that has received help from any other source including parents, siblings, significant others, etc. I expect you to accept responsibility for the authorship of your written work.

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.

Weekly Writing Assignments

In addition to formal essays, we will be doing various kinds of writing assignments. If you have not done the reading, you will not be able to successfully complete these assignments which will include quizzes, online discussion, reading reflections, short essays, etc.

Class Participation

You are expected to constructively participate in the various kinds of online discussions we'll be having this semester. Some of them are graded, some are not, but I will take all of them into account when calculating your participation grade. 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 assignments will result in a full letter-grade reduction on that paper (10 points).

FINAL GRADES

Grading: Grades will be determined as follows:

Categories	Weight by %	Point Value
Essay 1	20	200
Essay 2	20	200
Essay 3	20	200
Midterm Exam	10	100
Final Exam	10	100
Short Writings / Discussions 200/8= 25 points each	20	200
Total Points	100%	1000

Final Course Grade Scale:

A	930-1000
A-	900-929
B+	870-899
B	830-869
B-	800-829

C+	770-799
C	730-769
C-	700-729
D+	670-699
D	630-669
D-	600-629
F	0-599

COURSE POLICY

Withdrawal Dates

Students may officially withdraw at the Registrar's Office up until May 13. Withdrawal grades may have a negative impact on financial aid and academic progress. Please see an advisor before you withdraw.

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.

"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.

Disabilities:

If you have a question regarding a disability that may affect your progress in this course, please contact one of the college's Disability Service Providers as soon as possible. Chris Scarborough (860-215-9289/Room A119) generally works with students who have Learning Disabilities, Attention Deficit Disorder, or Asperger's Syndrome (Chris is part time). Kathleen Gray (860-215-9248/Room A 119) generally works with students who have physical, visual, hearing, medical, mobility, or psychiatric disabilities.

- ❖ *Please note that an instructor cannot provide disability accommodations until a student provides the necessary paperwork from the college's Office of Disability Services to the instructor. Also, accommodations take effect when the instructor receives the paperwork from a student, and accommodations will not be provided retroactively.*

Communication

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

I will primarily communicate with you through the Announcements on BB Learn and through the internal Message system within our course site. However, you are also responsible for checking your trcc.commnet.edu email addresses. Your Blackboard Learn courses are automatically connected to your college-provided email account. For more information about this email account, visit the college home page and click the "New student email button."

Another option is to set up to forward your email from the college address to your preferred address.

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 week listed. Writing Assignments and Instructions will be posted in the Content Area on Blackboard Learn for that particular week.

FICTION

Week 1 1/23-1/31	Readings: Kafka, "An Imperial Message." (online link) 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) Godwin, "A Sorrowful Woman" (39-44) Mansfield, "Miss Brill" (308-312)
Week 2 1/31-2/7	Ch. 55, "Critical Strategies for Reading" (2025-2048) Ch. 56, "Reading and The Writing Process," (2049-2060); Writing About Fiction (57-60) Brodie, "Spiderman Summer" (638-645) Hemingway, "Soldier's Home" (186-192) O'Brien, "How to Tell a True War Story" (340-350)
Week 3 2/7-2/14	Oates, "Hi Howya Doin" (612-614) Moody, "Boys" (350-354) Faulkner, "A Rose for Emily" (98-107) Dubus, "Killings" (110-123)
Week 4 2/14-2/21	Writing Workshop. Instructions will be posted on Blackboard Learn.

POETRY

Week 5 2/21-2/28	Readings: "At Lake Scugog" (online link); "Introduction to Poetry" (776) Writing about Poetry (793-795); Ch. 26, "Figures of Speech" (865-887)
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Essay #1 Due by Friday, Feb. 28 (4-6 pages)

Week 6
2/28-3/7

Readings TBA

Week 7
3/7-3/14

Midterm Exam

SPRING BREAK 3/15-3/23

Week 8
3/24-3/28

Ch. 37, A Critical Case Study: T.S. Eliot's "The Love Song of J. Alfred Prufrock" (1179-1197)

Week 9
3/28-4/4

Writing Workshop. Instructions will be posted on Blackboard.

Essay #2 Due by April 4 (5-7 pages).

DRAMA

Week 10
4/4-4/11

Glaspell, *Trifles* (1385-1395); Hollinger, *Naked Lunch* (1404-1408)

Week 11
4/11-4/18

Sophocles, *Antigone* (Introductory material 1434-1441; play 1485-1521)

Week 12
4/18-4/25

Miller, *Death of a Salesman*; "Tragedy and the Common Man" (1840-1909)

Week 13
4/25-5/2

Wilson, *Fences* (1966-2016)

Week 14
5/2-5/9

Writing Workshop. Online/Telephone/In-person conferences with Instructor.

Week 15
5/9-5/16

Final Exam due by May 16
Essay #3 Due by May 16 (6-8 pages)