

**English 102: Literature & Composition**  
Section T3  
Three Rivers Community College  
Spring 2014

**Instructor:** Andrew Marvin

**Class Meets:** TR 9:30–10:45 AM in Room E223.

**Office Hours:** TR 12:30–2:00 PM in Room D205e, or by appointment.

**Mailbox:** D207

**Email:** amarvin@trcc.commnet.edu

### **Course Description**

In English 102, students learn 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 learn the 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 and write frequently.

### **Required Text**

Meyer, Michael, ed. *The Bedford Introduction to Literature*. 10<sup>th</sup> ed. Boston: Bedford/St.

Martin's, 2013. Print.

### **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, and reader response.
- Distinguish how different critical theories affect interpretation and levels of meaning, and recognize the validity of using different critical approaches in literary analysis.
- Demonstrate an understanding of the importance of reading literature that presents diverse perspectives.

- Formulate and articulate one's own perspectives about both meaning and structure in a work of literature supported by specifics from the text.

### **Write Critically and Analytically**

- Write responses that articulate one's perspective about both meaning and structure in a work of literature supported by specifics from the text.
- Write formal academic essays that articulate one's arguments about both meaning and structure in a work of literature supported by specifics from the text.

### **Demonstrate Information Literacy**

- Further 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 format.
  - Employ strategies for avoiding plagiarism.

### **Apply the Foundations of Strong Academic Skills**

- Recognize how reading literature aids in the understanding of the human condition.
- Produce academic documents that adhere to MLA format.
- Work with others to analyze literature and develop valid interpretations.
- Formulate questions that encourage critical thinking and a deeper understanding of literature.

## Assignments

You must earn a *C* or better for course credit to transfer. Your grade will be based on three things:

### Reading Responses (25)

These brief, informal writings will be comprised of your reactions to *specific quotes* in the texts. They will ensure that you do the readings and come to class with something to say. All responses should be one to two pages, handwritten, while adhering to MLA standards. Each reading response is due before our in-class discussion, and they will be checked on the day they are due. Reading Responses do not receive formal grades. If your responses demonstrate careful thought and considerable effort, you will receive credit, which helps you. If they do not, you will receive little or no credit, which hinders you. Reading Responses will only count if they are complete on their given due date.

### Essays (3)

You will write three formal essays this semester. The first essay will be three (3) pages, the second essay will be four (4) pages, and the third essay will be five (5) pages. Each will incorporate a number of sources. Writing is a recursive, iterative process, and so you are expected to independently research, outline, draft, revise, and proofread your papers to ensure they are professional, scholarly contributions to the literary discourse. Your work must adhere to the MLA standards given on page five, titled “How to Format Your Papers.” Detailed explanations of each essay will be provided as we progress.

### Research Paper

Your grand finale will be a 7–9-page research paper in which you synthesize external information to establish your own unique point of view. In addition to adhering to MLA standards, your research paper must include a *minimum* of four secondary sources to support your argument. You must also include an annotated bibliography. You are expected to be familiar with library services and be able to implement strong research techniques outside of the classroom.

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 (25)	15
Essay #1	20
Essay #2	20
Essay #3	20
Research Paper	25

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:

- All assignments are to be typed on white 8.5 x 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.
- Indent the first line of each paragraph one half-inch. Use the Tab key; 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.
- After the due date, hit Enter and type your assignment's original, unique, and punchy title (i.e. *not* "Essay 1"). Center your title, and 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.

Use MLA citation to document sources. Parenthetical citations should contain the author's last name and page number and appear at the end of the sentence, as such:

The effectiveness 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:

Solo, Han. *A Good Blaster at Your Side*. Mos Eisley: Kenobi Publishing, 1977. Print.

If you need help with MLA format, see me, or consult *The Brief Penguin Handbook* by Lester Faigley, which is available in the bookstore. You might also look up the Purdue OWL MLA Style & Formatting Guide online at <http://owl.english.purdue.edu>.

You can find an example of the first page of an MLA paper on page five 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-T3: Essay #1

20 February 2014

Boulder Dash: The Growing Geological Concerns of South America

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Works Cited

Last name, First name. "Title of Article." *Title of Online Scholarly Journal* volume.issue (Date of Publication). Date of access. <URL>

Last name, First name. *Title of Book*. City of publication: Publisher, year. Medium of publication.

Last name, First name. *Title of Book*. Ed. Editor's name. City of publication: Publisher, year. Medium of publication.

Last name, First name. "Title of Essay." *Title of Anthology*. Ed. Editor's name. City of publication: Publisher, year. Page range. Medium of publication.

Last name, First name. "Title of Article." *Title of Webpage*. Ed. Editor's name. Date of publication. Title of Website. Date of access. <URL>

## Class Policies

### Attendance

See “Participation” above. I do not expect we will have any attendance problems. However, to ensure your success, we will be using the following attendance policy: **you are permitted three (3) 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, Facebooking, tweeting, etc. during class. Your grade will thank you.

### Late Assignments

There are none; no late papers or assignments will be accepted. All assignments are due to me in hard copy at the beginning of class. If you plan on being absent on the date an assignment is due, you are responsible for getting your work to me ahead of time.

### 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, you will receive a zero for the assignment in question.

Plagiarism is theft. Do not do it.



## TRCC Email

Email will be our primary method of communication throughout the semester. If you need to reach me, [amarvin@trcc.commnet.edu](mailto:amarvin@trcc.commnet.edu) is your best bet. In addition, you have each been assigned a TRCC email address (@mail.ct.edu). This is how I will contact you. Please familiarize yourself with TRCC email, and check it regularly. Learn more here: <http://d.pr/8f5t>

## Withdrawal

Monday, May 12 is the last day students may officially withdraw from the class at the Registrar's Office (A115, [registrar@trcc.commnet.edu](mailto:registrar@trcc.commnet.edu), 215-9919). Any student who does not attend classes or complete all coursework without officially withdrawing will receive an *F* for the course.

## 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. This video will show you how: <http://d.pr/V4kI>

## 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 (DSP) as soon as possible. Please note that an instructor cannot provide disability accommodations until a student provides the necessary paperwork from the college's Office of Disability Services. Also, accommodations take effect when the instructor receives the paperwork from a student. Accommodations will not be provided retroactively.

<b>TRCC Disability Service Providers</b> Counseling & Advising Office Room A119	
Matt Liscum (860) 215-9265	Physical, sensory, medical, and mental health disabilities
Chris Scarborough (860) 215-9289	Learning disabilities, ADD/ADHD, and autism spectrum

## **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: C117**

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 email paper submission. 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 AM to 8 PM and Friday from 8 AM to 3 PM. It is closed on Saturdays and Sundays. 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 8 AM to 9:30 PM, Friday 8 AM to 8:30 PM, and Saturday 8 AM to 1:30 PM. For more information, search for "computer lab" on TRCC's website.

## **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 they have printed out 500 copies, they need to pay \$5.00 for each additional 100 pages.

## **N Grade Policy**

The *N* grade is assigned when there is no basis for a grade. This applies to students who never came to class or didn't attend long enough to be graded. The *N* grade is used to distinguish between failures (*F*), withdrawals (*W*), and students who stop attending without a basis for a grade, i.e., students who stop attending before the 60% point. Like withdrawals, the *N* grade is not included in a GPA, but counts as a non-completed course.

## **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.

## 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.

### Week 0

Thursday 1/23: Hello there; explanations and introductions; student surveys.

*For next class:* Buy and peruse the textbook; go to sleep early. Read James Joyce's "Eveline" (506–16). Write your first reading response.

### Week 1

Tuesday 1/28: Discuss Joyce's "Eveline."

*For next class:* Read and respond to documents and contexts for "Eveline" (517–25).

Thursday 1/30: Continue Joyce discussion.

*For next class:* Read and respond to Katherine Mansfield's "Miss Brill" (308–12).

### Week 2

Tuesday 2/4: Discuss Mansfield.

*For next class:* Write a response in which you compare and contrast "Eveline" and "Miss Brill."

Thursday 2/6: No class... Professional Day.

*For next class:* Enjoy the day off.

### Week 3

Tuesday 2/11: Conclude our discussion of Joyce/Mansfield.

*For next class:* Read the Remarkably Short-Short Stories (620–33). Respond to one of them.

Thursday 2/13: Discuss the Remarkably Short-Short Stories; explanation of Essay #1.

*For next class:* Respond to a different Remarkably Short-Short Story.

### Week 4: Essay due Thursday!

Tuesday 2/18: Continue our discussion of the Remarkably Short-Short Stories.

*For next class:* Polish your essay for submission on Thursday.

**Thursday 2/20: Essay #1 final draft due (3 pages); presentations.**

*For next class:* Read and respond to John Updike's "A&P" (746–50).

## Week 5

Tuesday 2/25: Lessons from Essay #1; discuss Updike.

*For next class:* Read and respond to Flannery O'Connor's "A Good Man is Hard to Find" (420–38).

Thursday 2/27: Discuss O'Connor.

*For next class:* Read and Flannery O'Connor's "The Regional Writer" (569) and Margaret Walker's "The Southern Writer" (571–73). Respond to one of them.

## Week 6

Tuesday 3/4: Discuss O'Connor and Walker; explanation of Essay #2.

*For next class:* Read and respond to Susan Minot's "Lust" (333–39).

Thursday 3/6: Discuss Minot.

*For next class:* Read and respond to one of the four love poems on pages 812–17 (Herrick's "To the Virgins, to Make Much of Time;" Andrew Marvell's "To His Coy Mistress;" Lauinger's "Marvell Noir;" Olds's "Last Night").

## Week 7: Essay due Thursday!

Tuesday 3/11: Discuss Herrick, Marvell, Lauinger, and Olds.

*For next class:* Polish your essay for submission on Thursday.

## Thursday 3/13: Essay #2 final draft due (4 pages); presentations.

*For next class:* Read and respond to Adam Kirsch's "Literary Allusion in the Age of Google" (819–20).

## Week 8: Spring Break

Tuesday 3/18: No class... Spring Break.

*For next class:* Enjoy yourself.

Thursday 3/20: No class... Spring Break.

*For next class:* Ensure you're up-to-date on your readings. Be prepared to continue discussing the four love poems and Kirsch's article on Tuesday.

## Week 9

Tuesday 3/25: Lessons from Essay #2; continue our discussion of the love poems and Kirsch.

*For next class:* Read the six sensory poems on pages 841–48 (Williams’s “Poem;” Whitman’s “Cavalry Crossing a Ford;” Solway’s “Windsurfing;” Roethke’s “Root Cellar;” Arnold’s “Dover Beach;” Forman’s “Poetry Should Ride the Bus”). Respond to one of them.

Thursday 3/27: Discuss the six sensory poems.

*For next class:* Respond to a different sensory poem.

### **Week 10**

Tuesday 4/1: Continue our discussion of the sensory poems.

*For next class:* Read and respond to Walt Whitman’s “From ‘I Sing the Body Electric’” (1001–2).

Thursday 4/3: Discuss Whitman’s “From ‘I Sing the Body Electric;’” explanation of Essay #3.

*For next class:* Read all of Langston Hughes’s poems on pages 1217–24. Respond to one.

### **Week 11: Essay due Thursday!**

Tuesday 4/8: Discuss Hughes.

*For next class:* Polish your essay for submission on Thursday.

### **Thursday 4/10: Essay #3 final draft due (5 pages); presentations.**

*For next class:* Read and respond to William Shakespeare’s “From *Macbeth* (Act V, Scene V)” (866). Also, read the introduction to “A Study of William Shakespeare” (1534–45).

### **Week 12**

Tuesday 4/15: Discuss *Macbeth*’s soliloquy.

*For next class:* Read and respond to Susan Glaspell’s *Trifles* (1385–96).

Thursday 4/17: Discuss Glaspell.

*For next class:* Read and respond to Michael Hollinger’s *Naked Lunch* (1405–8).

### **Week 13**

Tuesday 4/22: Discuss Hollinger.

*For next class:* Read and respond to Larry David’s “‘The Pitch,’ a *Seinfeld* episode” (1414–25).

Thursday 4/24: Discuss David.

*For next class:* Read and respond to Sophocles’s *Antigone* (1485–1521).

### **Week 14**

Tuesday 4/29: Discuss Sophocles.

*For next class:* Write a second response to *Antigone*.

Thursday 5/1: Continue our discussion of *Antigone*; explanation of Research Paper.

*For next class:* Write a third response to *Antigone*.

### **Week 15**

Tuesday 5/6: Conclude our discussion of *Antigone*.

*For next class:* Read and respond to Arthur Miller's *Death of a Salesman* (1840–1905); have a research topic proposal for Thursday.

Thursday 5/8: Discuss Miller.

*For next class:* Write a second response to Miller. Continue working on your final paper.

### **Week 16: Research Paper due Thursday!**

Monday 5/12: Last Day to Withdraw.

Tuesday 5/13: Continue Miller discussion.

*For next class:* Polish your Research Paper for submission on Thursday.

**Thursday 5/15: Conclude Miller discussion; Research Paper is due (7+ pages).**

*For next class:* Have a great summer.