

Literature & Composition / Eng 102
Spring 2014

Judith D. Rametta, B.S., M.A.

Tuesday/Thursday 4 – 5:15 p.m. Room D 122

Thursday 5:30 – 8:15 p.m. Room E 206

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Office Hours T&TH by appointment (e-mail or call) – Office D205E

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: No substitutions of different editions! Textbooks ARE MANDATORY AND MUST BE IN YOUR POSSESSION DURING CLASS.

The Bedford Introduction to Literature, Tenth Edition, Michael Meyer

(ISBN-10: 1-4576-0827-8| ISBN-13: 978- 1-4576-0827-8)

http://bcs.bedfordstmartins.com/meyerlit9e/#t_589082 (Online Student Center)

http://bcs.bedfordstmartins.com/rewritinglit/#t_574266 (Online Writing for Literature)

Homework & Quizzes (Reading & Lecture Content)	10%
Attendance & Class Participation	10%
First Semester Essay / Reader Response	10%
Mid-Semester Exam	15%
Second Semester Paper (Group Topics)	20%
- Peer Review Work & Oral Presentation (Quiz Grades)	
Third Semester Essay / Research	20%
Final Examination	15%

Weather Cancellations: (see sign up tutorial below)

Call 860-215-9000 or go online to: www.trcc.commnet.edu. Class is only cancelled for weather or other emergencies if TRCC closes and you receive an alert. **MyCommNet Alert!** is a system that sends text messages and emails to anyone signed up in the event of a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather. A tutorial is available at this link: http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html/

In the very unlikely event that I need to cancel class for any personal reason, I will notify the class via TRCC e-mail.

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/cscarborough@trcc.commnet.edu) 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/kgray@trcc.commnet.edu) 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.

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 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 in order to encourage critical thinking and a deeper understanding of literature.

Attendance, Class Participation, And Grading:

Consistent attendance at class meetings is crucial to your success in this course. **Any absence will affect your grade**, however, one absence may be excused at the instructor's discretion due to illness (doctor's note), active military, emergency police/fire service or a death in the immediate family (obit). Work and car trouble are not excused absences.

Please notify me immediately if you have an emergency so that I can accommodate any makeup requirements. Otherwise, being absent is your choice and it is entirely up to you to find out what was covered. Grades are based on all work done in the course. **Assignments not completed or late are given an F and your final grade will be seriously impacted.** Incompletes are not given.

Late Work:

- Homework may not be submitted via e-mail or after the start of class. Quizzes are random and take place in the first 10 minutes of class – there is no make-up. (I drop 1 homework/quiz grade).
- Late Papers will not receive full credit, and will not be accepted after one week past the due date. The final semester essay will not be accepted late.

To achieve a passing grade, you should:

- Attend class regularly (please do not arrive late, leave early or repeatedly leave and return while class is in session)
- Complete all reading and homework assignments on time
- Contribute regularly to class discussions
- Take time to think about what you have read and to prepare for class discussion and writing assignments

* **No Cell Phones should be seen or heard during class.**

Papers and Homework: Work must be submitted typed, in proper MLA formatting, and fully annotated. Have all drafts and research available if requested by the instructor. **Modern Language Association Style (MLA):** When you use outside sources to write your research papers, use MLA style for documentation purposes (this includes electronic journals and the web). The textbook has sample sections on parenthetical documentation, and instructions for a Works Cited page. Online information: <http://owl.english.purdue.edu/owl/resource/747/01/>

The Writing Center/TASC / Free Writing Tutorials: Room: C117 (next to the Library). 860-215-9082. Email: TRWritingcenter@trcc.commnet.edu. Online tutoring: <http://www.etutoring.org/>

Intellectual Dishonesty: Cheating on exams and plagiarism of another's words or ideas will result in an automatic F for the test, paper, or for the entire course. *Whether conscious or unconscious, plagiarism is a serious academic offence.* Your textbook and the TRCC website provide ample ways to avoid plagiarizing another's work, words, or ideas. If you have any doubts, please see me. **Plagiarism is the unacknowledged use of another person's words or ideas in your writing. If you use any ideas, thoughts, writing, quotes, or even paraphrase some other writer's thinking, you must acknowledge that person.**

TRCC Policy: 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 in the course of 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.

Instructors at the TRCC are committed to developing and actively protecting a class environment in which respect must be shown to everyone in order to facilitate and encourage the expression, testing, understanding, and creation of a variety of ideas and opinions. Rude, sarcastic, obscene, or disrespectful speech and disruptive behavior have a negative impact on everyone's learning and that person will be removed from the class. Alcohol or drug use is **NOT** permitted at any time.

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.

College Withdrawal Policy:

A student who finds it necessary to discontinue a course once class has met must provide notice to the Registrar. Withdrawal forms are available at the Registrar's office, both on campus and at the Sub-base. Non-punitive "W" grades are assigned to withdrawal requests. Students who do not obtain an official withdrawal, but simply stop attending classes, run the risk of receiving an "F" grade for the course. **(Last Day to Withdraw - Spring 2014 Semester is May 12th)**

"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.

Weekly Syllabus: Tues/Thurs Dates in Bold / (Thurs Evening Dates in Parenthesis)

Week 1
1/23 & 1/28
(1/23)

Introduction and Organization: Review of Texts & Syllabus

Critical Reading and Approaches - Reading Literature (Handout of Critical Approaches)
Benjamin Franklin (1771) Excerpts from Autobiography - handout
Mark Twain (1895) "The Art of Authorship" and "How to Tell a Story" - handout
Michel Foucault (1970) "The Author Function" Excerpt – handout

Elements of the Story – Structure, Genre, Voice
Taking Notes - Writing about Literature & Intro to Fiction p. 13-15 and 52-55
Kate Chopin "The Story of an Hour" p. 15 -19

Plagiarism - http://bcs.bedfordstmartins.com/meyerlit9e/default.asp - 589082_599515
Textbook – 2088-2096

Sentence Skills: Tense & Voice – Using Present Tense & Declarative Voice
<http://www.jskogerboe.com/2010/01/21/i-believe-like-you-know-in-defense-of-the-declarative-voice/>
 "i believe, like, you know? :: in defense of the declarative voice" by Joshua Skogerboe

(Choose Authors for Reader Response Essay)

Homework Due for Wk. 2 - Read & Take Written Notes – Faulkner & Carver
Writing: Short Responses to Questions 2-11 on p. 105 on Faulkner. (typed)

Week 2
1/30 & 2/4
(1/30)

William Faulkner (1931) "A Rose for Emily" p. 99-105 (Questions 2-11)
Raymond Carver (1981) "Popular Mechanics" p. 328-329
Susan Minot (1984) "Lust" p. 333-339
 or **Tim O'Brien** "How to Tell a True War Story" p. 340 - 349

Formatting – MLA Style <http://owl.english.purdue.edu/owl/resource/747/01/>
Formulating a Thesis – p. 385 <http://owl.english.purdue.edu/owl/resource/545/01/>
Elements of Poetry – Voice, Structure, Symbol
 Writing: Sentence Skills: Modifiers (In Class)

Homework Due for Wk.3 – Read & Prepare for Quiz on Pages 2025-2102
Writing: Thesis/Outline (FIRST) RESPONSE ESSAY / ASSIGNED AUTHORS

Week 3
2/11 & 2/13
(2/13)

Library Resource – Research - Incorporate Sources and Avoid Plagiarism
 How to Research Sources for Papers this Semester.
2/13 – BOTH CLASSES SHOULD REPORT TO LIBRARY CLASSROOM ON 2ND FLOOR OF THE LIBRARY IN BACK LEFT (Pam Williams, Reference Librarian)

The Research Essay – p.2049-2088
 Critical Approaches (Handout) p.2025-2048

No Class
(2/6)

Create a Works Cited Page – p. 2088 – 2096 Sample p. 2100
<http://owl.english.purdue.edu/owl/resource/747/12/>
<http://owl.english.purdue.edu/owl/resource/747/05/>

Homework Due for Wk. 4 – Read & Take Notes on Week 4 Poetry
Writing: (FIRST) RESPONSE ESSAY / ASSIGNED AUTHORS
 - Including Works Cited Page / Due by e-mail no later than Noon 2/20

Week 4
2/18 & 2/20
 (2/20)

William Shakespeare (1609) "Like as the waves make towards the pebbled shore" <http://www.poetryfoundation.org/poem/174362>
Walt Whitman (1819-1892) "Song of Myself" (1-7, 21, 24, 43, 44, 47-52) (*Analysis one stanza from your perspective*)
<http://www.daypoems.net/poems/1900.html>
Emily Dickinson (1830-1886) "[Wild Nights – Wild Nights!]" p. 1054
Theodore Roethke (1948) "My Papa's Waltz" p.968 – (*Questions 1-3*)
Leslie Marmon Silko (1970) "Love Poem" p. 1285-1286

In-Class: Analysis one stanza of Whitman from your perspective
 Answer Questions 1-3 about "My Papa's Waltz"

Homework Due for Week 5 – Read & Take Written Notes for "Trifles"
Writing: Short Answers to Questions 1-11 on page 1395 (typed)

Week 5
2/25 & 2/27
 (2/27)

Drama: **Susan Glaspell** (1916) "Trifles" p. 1386 - 1395
Elements of Drama – Character, Plot & Structure, Setting, Style & Theme

In Class: Organize Groups (SECOND) CRITICAL ESSAY/ GROUP TOPICS & ORAL PRESENTATION – Decide on General Topics

Homework for Week 6 – Read & Take Written Notes – "Death of a Salesman" p. 1841-1905
Research (SECOND) CRITICAL ESSAY/ GROUP TOPICS & ORAL PRESENTATION
Writing: Begin Outlining 2nd Paper - Reading Notes Should Reflect Group Topics

Week 6
3/4 & 3/6 (3/6)

Drama: **Arthur Miller** "Death of a Salesman" p. 1841-1905
 In Class: Modernism Discussion / Miller's "Tragedy and the Common Man"

Homework for Wk. 7 – – Review Notes and Assigned Reading for Mid-Term

Week 7
3/11 & 3/13 (3/13)

Mid-Term Exam - Textbook and notes only - No online or outside sources

3/17 – 3/21 -----Spring Break – No Classes-----

Homework for Wk. 8 – Re-Read Salesman
Writing: Draft (SECOND) CRITICAL ESSAY/ GROUP TOPICS & ORAL PRESENTATION
 - **1st Draft Due** in class: **3/25 – T/TH Class & (3/27) - Thursday Class**

Week 8
3/25 & 3/27 (3/27)

Drama: **Arthur Miller** "Death of a Salesman" p. 1841-1905
 In Class: Peer Reviews

Homework for Wk. 9 – Rewrite & Proofread (SECOND) CRITICAL ESSAY
Writing: Write Group Intro / Practice Oral Presentations
(SECOND) CRITICAL ESSAY/ GROUP TOPICS & ORAL PRESENTATION
Due in Class: 4/1 – T/TH Class & (4/3) – Thursday Class (No e-mail needed).

Week 9
4/1 & 4/3 (4/3)

Oral Presentations to Class (Hand in Folders with Final Papers)

Homework for Wk. 10 – Read & Take Written Notes “The Birthmark” p. 398 – 409 / “Young Goodman Brown” p. 380 – 388 / “The Cask of Amontillado” p. 739 - 743
Writing: Hawthorne Questions 1-11 on page 409 (typed)

Week 10 **Nathaniel Hawthorne** (1943) “The Birthmark” p.398 – 409 (Questions 1-11)
4/8 & 4/10 **Nathaniel Hawthorne** (1935) “Young Goodman Brown” p.380 – 388
(4/10) **Edgar Allen Poe** (1844) “The Cask of Amontillado” p. 739 – 743

In Class - *Brainstorm* (3) possible thesis statements for Semester Paper

Homework for Wk. 11 – Read & Take Written Notes on “The Love Song of J. Alfred Prufrock” p. 1182 – 1186
Writing: Construct thesis statements & Works Cited page for Semester Paper

Week 11 **T.S. Eliot** (1917) “The Love Song of J. Alfred Prufrock” p. 1182 - 1186
4/15 & 4/17 In Class: Read Whitman “One’s Self I Sing” p. 1372 In-Class Essay #1 on p. 1186
(4/17) In Class - *Brief review of Thesis Statements & Works Cited*

Homework for Wk. 12 – Read & Take Written Notes on Hughes and Angelou
Writing: First Draft (THIRD) CRITICAL ESSAY / SEMESTER PAPER (Bring 2 Paper Copies to Class)

Week 12 **Langston Hughes** (1951) “Harlem” p. 1224
4/22 & 4/24 **Maya Angelou** (1975) “Still I Rise” <http://www.poemhunter.com/poem/still-i-rise/>
(4/24) In Class – *Partner Critiques (Have 2 Paper Copies of Critical Essay Draft)*

Homework for Week 13 – Read & Take Written Notes on Poets.
Writing: Finish (THIRD) CRITICAL ESSAY / SEMESTER PAPER
– Due by Noon via e-mail on 5/1 (also bring a paper copy in class)
- NO LATE PAPERS ACCEPTED

Week 13 **Robert Frost** (1915-1923) “The Road Not Taken” p. 1091 / “Stopping by Woods
4/29 & 5/1 on a Snowy Evening” p. 1107 / “Home Burial” p. 1097
(5/1) **Linda Pastan** (1932) “Marks” p. 883
Dylan Thomas (1952) “Do Not Go Gentle into That Good Night” p. 982
William Carlos Williams (1923) “The Red Wheelbarrow” p. 1008

Homework for Wk. 14 - Read & Take Written Notes “A Doll House” (1879) p.1727 – 1775
Writing: Extra Credit Select a Poem to Share with Class – song lyrics are also poetry and can be chosen for this assignment.

Week 14 **Henrik Ibsen** “A Doll House” (1879) p. 1727 – 1775
5/6 & 5/8
(5/8) Review for Final

Homework for Wk. 15 - Review for Final Exam

Week 15 **Final Exam – TBD whether it will be e-mail or in-class. Date May Change.**
5/13 & 5/15 (5/15) **Norton text and notes only - No online sources.**

Note: 5/20 – Make-up Date if Needed / Changes to Syllabus at Instructor’s Discretion.

Literature & Composition / Eng 102
Fall 2012

Judith D. Rametta, B.S., M.A.

Monday/Wednesday 3:30 – 4:45 p.m. Room D 105

Monday 6:30 – 9:15 p.m. Room D 203

jrametta@trcc.commnet.edu (judy@startrakstudios.com) / 401-219-0109

Office Hours M&W by appointment (e-mail or call) before and after class times listed – D205E

Reading and Writing - Class discussion is important to literary study, which is largely an interpretative art. We will share analysis in order to clarify and aid in the understanding of our reading, and also to hone the skill necessary for intelligent reading and interpretation. This is a cooperative exercise in problem solving, and we all lose if you are absent or do not contribute to the process. During the semester, you will be asked to respond to or present some aspect of the assigned reading sometimes to provide us with a frame of reference for class discussion.

ATTENDANCE AND CLASS PARTICIPATION - (10%) - Weekly

Attendance is taken at the beginning and end of each class, and being absent at the beginning or end of class counts as an absence. Excused absences are documented illness or death in the family. One letter grade (half grade for twice a week class) is deducted from your attendance/participation grade for missed classes and/or homework – 3 missed classes will result in a failing grade for the semester.

HOMEWORK, ATTENDANCE AND CLASS PARTICIPATION - (10%) – Weekly

Homework and in class assignments are due during each class and can only be handed in late with an excused absence. Sending homework via e-mail during or after class time will not be accepted. In-class quizzes will occur to reinforce reading and determine proficiency of in class concepts gathered from note taking and discussion. Please put your name on all homework and put it in the class folder.

(FIRST) RESPONSE ESSAY / ASSIGNED AUTHORS - (20%) – Due via e-mail by Noon on 2/20

Response to literature is the key to understanding and appreciating how a work relates to your own thoughts and impressions. Students will practice their writing skills, including the development of a thesis statement, by writing a **5-page** paper that will focus on expanding a critical concept that we've discussed in class. You may also choose to compare/contrast some literary element of two or more of the readings.

Each student will choose either a poem or short story, highlighting various authors from the text and their accomplishments and philosophy of that author. This paper should inform the class about the background of the author including: a brief biography, highlights of his/her major works and achievements, influence of the author (American, European, Asian, etc.) and the historical context of the time period during which the author was writing. Also, the paper should include a plot summary and critical analysis of their work. Prepare a synopsis of the paper to present to the class on the date assigned to each student.

All reference sources for this paper should be cited on a "Works Cited" page at the end of the paper.

Please also bring a paper copy of author paper to class.

MID-SEMESTER EXAM - (15%) - 3/11 & 3/13 (3/13)

This will be a comprehensive mid-semester exam. It will be based on identifying passages and literary concepts from the various texts and a discussion of their relevance along with a short answer section that relates to ideas and concepts covered during the course of the first half of the semester. There will also questions relating directly to class notes and the assigned readings from the Norton textbook.

(SECOND) CRITICAL ESSAY/ GROUP TOPICS & ORAL PRESENTATION - (15%)

- Peer Reviews – 1st Draft Due in Class - **3/25 & 3/27 (3/27)**
- **Final Papers Due in Class**
- **4/1 – Tues/TH Class AND (4/3) – Thursday Night Class**
- **Paper Copy Only – No e-mail Version Needed**
- **Oral Presentations 4/1 & 4/3 (4/3)**

Oral Interpretation of Literature and Peer Review are integral parts of this project. In this presentation, you should consider your audience and understand that a simple reading of your paper will be insufficient. Each group will be evaluated by the class, as well as by me, so please be creative. Presentations should incorporate audio and/or visual aids, such as power point, posters, handouts, audio clips, etc. **The presentations will be by groups and should be 15-20 minutes (5 minutes per presenter).** You should be well organized, concise, and comprehensive, with an introduction, a thesis, and a conclusion. And of course, it requires practice for time constraints and for clarity before you present it to the class. Remember, too much text on a slide is distracting. Add information orally to what is on your slides and make it easy for your readers to follow. At least 2 outside Sources (journal articles and books) and the textbook citation from each is required on the written Works Cited page. and a finished written copy of the group presentation are required with a length of **7 pages per student** in the group.

(THIRD) CRITICAL ESSAY / SEMESTER PAPER – (20%)

– Due by Noon via e-mail on 5/1 - Please also bring a paper copy of semester paper to class 5/1

This is a thesis driven paper that should contain your perspective and argument.

Whatever author and topic you choose, you must determine a position, a thesis that is your own. Your thesis may be developed in a variety of ways including; comparing/contrasting protagonists or themes from different texts, doing a critical assessment of a text that begins with your thesis and the development of your argument with textual evidence and perhaps support from other critics or an in-depth assessment of a text based on our discussions of genre, author and historical context.

Format:

1. **8 Pages**, typed, double-spaced, MLA documentation, 12pt. font (non script) and 1" margins.
 2. You can rely on your text but at least 2 outside sources should be used and cited (journal articles and books). Secondary sources are not a substitute for your own ideas or reading of the works. Paraphrasing and summarizing are always preferable to direct quotation. If you use more than two words of a source, you must use quotation marks. **Remember, too, that in your essay all ideas, whether paraphrased, summarized or quoted, must be documented according to MLA Style.**
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FINAL EXAMINATION - 5/13 & 5/15 (5/15) (Note: May Change if Make-Up Days are Needed)

This will be a comprehensive final exam but focused on the readings in the second half of the semester. It will be based on identifying passages from the various texts and a discussion of their relevance along with a short essay answer section that relates to ideas and concepts covered during the course of the semester. There will also questions relating directly to class notes.

E-MAIL TITLES: LASTNAME_FIRSTINITIAL (Rametta_J)

STUDENTS MUST COMPLETE 20 PAGES OF WRITTEN WORK DURING THE SEMESTER IN ORDER TO MEET THE REQUIREMENTS OF THIS COURSE AND ATTAIN A PASSING GRADE – PLEASE TAKE CAREFUL NOTE OF THE GUIDELINES FOR EACH ASSIGNMENT – ALL 3 PAPERS MUST BE SUBMITTED IN ORDER TO PASS THE CLASS.

 I understand all the previously explained requirements and realize that by continuing in this class I am indicating my acceptance of and compliance with these guidelines.

[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 in the course of 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.]

Further, I pledge that I will not be given or will receive any unauthorized assistance in completing my assignments and I assert that the work I present in my assignments will be my own original efforts.

Name (sign) _____ Date _____

Name & Address (Print): _____ _____ _____ _____	Telephone & E-Mail: _____ _____ _____
I understand that I must check my e-mail on a regular basis (at least twice a week) and be able to send and receive some assignments for this class via e-mail. Initials _____	Note: Computers are available in the Computer lab at TRCC for students who do not have personal computers in their homes.
Degree: _____ _____	English Courses Completed: _____ _____
Areas of Academic Interest: _____ _____ _____ _____	What are you hoping to study during this class? (Authors, Texts, Ideas) _____ _____ _____ _____