

ENG 102: Literature and Composition Spring 2014 TR 2:30-3:45pm Room D206

Instructor: Susan M. Topping, Professor

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Office: C254 Office Hours: T 4:00-5:30pm, R 1:00-2:00pm, and by appointment.

### **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 TEXT**

*The Bedford Introduction to Literature*. Tenth edition. 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. Essays #1 and #2 will be a minimum of 5 pages (1250 words) in length; Essay #3 will be a minimum of 6-8 pages (1500-2000 words). Each essay will follow a different process:

Essay #1: i) topic approved by me; ii) “As-Good-As-It-Gets” draft undergoes peer review; iv) instructor reads and comments; v) revise essay; vi) submit the entire packet of work (topic, draft with my comments, postwrites, peer review, final draft) for grade.

Essay #2: i) topic formally approved by me; ii) “As-Good-As-It-Gets” draft undergoes peer review; iv) revise essay; v) submit the entire packet of work (topic, draft, peer review, final draft) for grade.

Essay #3 : i) topic formally approved by me; ii) write essay (preferably in drafts!) and submit for grade.

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. However, if you submit an incomplete packet, your grade will be impacted. In addition, if you miss a writing workshop day, or come to class without work for review, you cannot make up this work and this will negatively impact your grade.

Only those students who hand in the completed essay packet on time and receive a grade of C or below will have the option to revise the paper; however, all such re-writes must first be discussed with me during office hours. **Please note that if for some reason you are absent for peer review or on the day your written assignments are due, you must email me a copy of the assignment 15 minutes before class starts and hand in a paper copy before the next class; otherwise, I will assume that the work has not been completed, and thus, unless there are extenuating circumstances, the work will not be accepted.**

### PLEASE NOTE:

- SUBMISSION OF ALL ASSIGNED WORK IS REQUIRED TO PASS THIS COURSE.
- ALL WORK MUST BE COMPLETED ON TIME, TYPED AND FOLLOW MLA FORMAT. LATE ESSAYS WILL NOT BE ACCEPTED.
- HOWEVER, IF THERE ARE EXTENUATING CIRCUMSTANCES, AND I RECEIVE PRIOR NOTIFICATION AND THE STUDENT MY WRITTEN APPROVAL, I WILL THEN ACCEPT LATE ESSAYS UP TO ONE CLASS

PERIOD PAST THE DUE DATE. LATE ESSAYS WILL BE DOWNGRADED ONE FULL LETTER GRADE. LATE ESSAYS MAY NOT BE REVISED.

- I DO NOT ACCEPT EMAIL SUBMISSIONS; HARD COPIES ONLY!
- IN ADDITION, I REQUIRE THAT COPIES OF ANY SOURCES YOU USE OUTSIDE OF CLASS TEXTS BE SUBMITTED WITH ALL DRAFTS. I WILL NOT READ WORK SUBMITTED WITHOUT THESE COPIES.

### **Make-up Examinations**

Should you miss an in-class exam, you will have one week to take the exam. You will be responsible for arranging the make-up with the Testing Center and advising me of those arrangements via email. You must include your full name, banner ID number, CRN, Course number and the day/time of your exam at least 24 hours before your appointment. There will be NO exceptions to this policy.

### **Weekly Assignments**

In addition to formal essays and exams, 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 may include quizzes, summaries, short essays etc. Although these will receive a check minus, check or check plus grade at the time of completion, I may collect them during the semester to grade them in their entirety. Thus you are responsible for keeping all of your in-class assignments in a folder. In addition to the in-class writing assignments, you will also be responsible for completing reading responses at various times throughout the semester which ask you to reflect upon the assigned readings by writing a response that will be at least two typed pages in length (minimum 500 words) and use MLA form. Although these responses may be fairly informal, I expect you to seriously engage in the ideas and issues the texts present. In addition to finding your own topics, I will at times provide you with a question or ask you to respond to the questions asked after each selection in our text. Because your responses will be used in class to generate ideas about the issues we are exploring, it is essential that they are completed on time. In addition, you are responsible for keeping copies of ALL of your work in a folder which may be handed in for grade during the semester. Although I expect you to type up the in-class assignments for your folder if I require its submission, you will hand in both hand written and typed versions; however, no revisions, late work or other amendments are allowed. If I see evidence of manipulation (and this includes correcting technical errors!) from the in-class version to the typed version, the entire folder will receive a zero.

### **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.

### **FINAL GRADES**

Essay #1	20%
Essay #2	25%
Essay #3	25%
In-class work and Reading Responses (including participation)	5%
In-class exams	25%

PLEASE NOTE: If I feel that the reading is not being done, I reserve the right to give pop quizzes/in-class writing assignments and will then adjust the final grades accordingly.

## **COURSE POLICY**

### **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. Please note that if for some reason you are absent for peer review or on the day your written assignments are due, you must email me a copy of the assignment 15 minutes before class starts and hand in a paper copy before the next class; otherwise, I will assume that the work has not been completed, and thus, unless there are extenuating circumstances, the work will not be accepted.

### **Attendance**

Attendance is a requirement. Absences will have a negative impact 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. All cell phones and other electronic devices must be turned OFF before class begins. I expect you to come to class on time with all the necessary texts and remain in the classroom for the entire period. Constructive participation is expected, and disruptive behavior will have a negative impact on your grade.

### **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. Please familiarize yourself with the Academic Integrity policy in our online catalogue.

In addition, 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 full responsibility for the authorship of your written work.

### **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 accommodations cannot be provided until you provide written authorization from a DSP.

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

## **WITHDRAWAL FROM CLASS**

Up to 5/12/2014 a student may officially withdraw at the Registrar's Office.

### **“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.

## **MESSAGES AND CONFERENCES**

If you need to reach me, please call my office phone or email me at [stopping@trcc.commnet.edu](mailto:stopping@trcc.commnet.edu) I am also available during office hours and look forward to meeting with you to discuss your work. If my office hours are not convenient for you, please make an appointment to see me at another time.

## **EMAIL COMMUNICATIONS**

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 thus, emails that do not follow standard written English conventions will be neither read nor replied to.

### **Sign up for MyCommNet 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.

All students are encouraged to sign up for myCommNet Alert. A tutorial is available on the Educational Technology and Distance Learning Students page of the web site::

[http://www.trcc.commnet.edu/div\\_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html](http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html)

## **DIGICATION**

All students are required to maintain an online learning portfolio in Digication that uses the college template.

## **EMAIL SUBMISSIONS**

I do not accept email submissions; hard copies only!

## **ENG 102 TENTATIVE SCHEDULE OF ASSIGNMENTS**

Reading assignments are from *The Bedford Introduction to Literature* unless otherwise noted.

### **WEEK 1.**

R 1/23 Introduction

### **WEEK 2**

T 1/28 Reading Due: Introduction (1-7); Chapter 18 “Remarkably Short Stories” (620-633).

Writing Due: Reading Response: Answer ONE of the questions after ONE of the “short shorts” from the “Remarkably Short Stories” section. (2-3 pages)

R 1/30 Reading Due: Reading Fiction Responsively including “The Story of an Hour” (13-22); Exploration and Formulas including “From *A Secret Sorrow*” and “A Sorrowful Woman” (23-46); “Jerry’s Artarama” (47).

### **WEEK 3**

T 2/4 Reading Due: “Soldier’s Home” (187); Perspective (193) “How to Tell a True War Story” (340); “Lust” (339); “Boys” (350); “A Rose for Miss Emily” (99); Perspective (106-9); “Killings” (110).

Writing Due: Reading Response: Explain the reasons for why one character acts or doesn’t act in one of the stories from today’s reading.

R 2/6 NO CLASSES

### **WEEK 4**

T 2/11 Reading Due; “Combining the Elements of Fiction” (357-70); Critical Strategies for Reading and Reading” (2025-48); “Carnal Knowledge” (580); “The Happy Memories Club” (600). Discuss Essay #1

R 2/13 Reading Due: Chapter 15 A Study of Dagoberto Gilb (526-60).

Writing Due: Reader Response: Choose one of the Critical Strategies (see 2032-2047) and use it to analyze one of Gilb’s stories.

### **WEEK 5**

T 2/18 Writing Workshop

R 2/20 “**As-good-as-it-gets**” **Draft Essay #1 Due.** Please bring 3 copies of your essay to class: Writing Workshop

### **WEEK 6**

T 2/25 Writing Workshop

Work Due: Spend about an hour reading/browsing the poetry section of *Bedford*. Come to class with a list of three poems.

R 2/27 **EXAM #1**

**WEEK 7**

T 3/4 Poetry

Reading Due: Poems from class-generated list.

Writing Due: **Essay #1 Due** (final draft, draft with my comments, postwrites, peer review, sources marked according to directions if used)

R 3/6 Poetry

**WEEK 8**

T 3/11 Poetry cont.

R 3/13 Poetry cont.

**WEEK 9**

**NO CLASSES SPRING BREAK 3/17-22**

**WEEK 10**

T 3/25 Poetry cont.

R 3/27 Poetry cont.

**WEEK 11**

T 4/1 Poetry cont.

R 4/3 **In-class Exam #2**

**WEEK 12**

T 4/8 Writing Workshop

R 4/10 Writing Due: “As-good-as-it-gets” draft Essay #2

Peer Review: Please bring 3 copies of your essay and the annotation to class.

**WEEK 13**

T 4/15 Reading Due: “Reading Drama Responsively” including “Trifles”(1383-1396),

R 4/17 “A Study of Sophocles” (1434-1441); *Antigone* (1485).

**WEEK 14**

R 4/22 Discussion cont.

R 4/24 Reading Due: Buxton (1530), Gardner (1532).

Discuss Essay #3

**WEEK 15**

T 4/29 Reading Due: TBA

R 5./1 Discussion cont.

**WEEK 16**

T 5/6 Writer’s Workshop

R 5/8 Discussion cont.

**WEEK 17**

T 5/12 Writing Due: Essay #3

R 5/15 **Last Class In-class Exam**