

ENGLISH 102 – LITERATURE AND COMPOSITION

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Welcome to “Literature and Composition,” English 102. In this course we will focus on how to read serious literature, develop an interpretation of what we read, and then explain and support our interpretations in writing. The objective of the course is to develop critical thinking and writing skills. In the process of developing these skills, we will focus on the three genres of fiction, poetry, and drama from a thematic approach to understand the interpretive elements in the text and the conditions that affect the reader.

**Prerequisite: ENG 101*

Course Objectives

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

Read, think, and write critically

- Demonstrate an understanding of the connection between reading literature and critical thinking.
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- 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 that presents diverse perspectives.
- Formulate and articulate your own interpretations about literature supported with specifics from the text.

Demonstrate information literacy

Further develop research skills by demonstrating abilities 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.

Required Texts and Sources

- Henderson, Day, and Waller. *Literature and Ourselves*, 6th edition
- *The Brief Wondrous Life of Oscar Wao*
- <http://www.poets.org>

- Online Writing Center at Purdue University: <http://www.owl.english.purdue.edu>

Grade Percentages

Essays	
1	10%
2	20%
3	25%
Homework	25%
Discussion	20%

EXPLANATION OF ASSIGNMENTS AND POLICIES

ESSAYS (55)%: During this session you will be required to write three formal essays. As my expectations increase, so will the grade percentage awarded for each essay. Look for essay assignment requirements under the link to formal essays.

Paper Format: All essays need to be submitted as word doc. files. Essays are to be typed and formatted adhering to MLA standards (the format you learned in English 101). For an example of the correct format for an academic essay, go to the online writing center at Owl. English Purdue. (Look for the link on our homepage.) (Points will be awarded on each essay for correct format.) * **Pet Peeve:** *sloppy papers. It is your job to proofread your paper. If I can't read your paper due to careless errors, such as spelling errors, I will return it or your grade will be affected negatively.*

HOMEWORK (25%) AND DISCUSSION BOARD (20%): Even though this course is online, it still requires class participation and involvement on your part to make it a success. I will ask you to do the weekly readings and submit the required homework on them. You will also be expected to participate in discussions with your peers in the Discussion Board. (See Discussion Board for specifics.) (Think of these assignments the same way you would as if you were attending classes in a "real" classroom. For example, if you were attending class at 5 on a Monday and an assignment or paper was due, that paper would be due at 5 p.m. on that particular day, not at 6 p.m. or 7 p.m. or even the next morning. Therefore, when a paper or assignment is due on a certain day and hour, I will expect it to be turned in online by that time. After that, the assignment site will be closed, meaning you will no longer be able to submit it to me. The only exceptions are medical emergencies [and will only be excused with proper documentation] or when Blackboard Vista goes down.

IN OTHER WORDS - Since this course moves at an accelerated pace, it is imperative that you plan ahead to get your work in if you want credit for it. Also, expect technical difficulties and please take note that they are not an excuse for not getting your work in. Missed assignments and discussion entries cannot be made up, and if you post the assignments in another site, I will not be responsible for locating or grading them.

HOW TO FIND YOUR ASSIGNMENTS: On the homepage, you will see a link to each week, for example, week one, week two, and so on. When you open up each week, you will find the assignments for that week. (Open up each link to find specific directions.)

How to find your grade and comments:

After I finish grading your work, you will be able to find the grade and my comments by opening up the assignment link (the same link that you first opened to find the assignment). (If there is

an attachment, open it up to see the comments.) Also, some assignments, including essays and discussion board entries, will have a rubric. See Grading Preview.

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 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.

General Definition (Student Discipline Policy, section 2:10, Board of Trustees of Connecticut Community Colleges)

Academic Dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to

- (a) cheating on an examination,
- (b) collaborating with others in work to be presented, contrary to the stated rules of the course,
- (c) plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed, or otherwise obtained) as one's own,
- (d) stealing or having unauthorized access to examination or course materials,
- (e) falsifying records of laboratory or other data,
- (f) submitting, if contrary to the rules of a course, work previously presented in another course, and
- (g) knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Tutoring: Three Rivers has a wonderful writing center (free) with experienced tutors (who have taken ENG 101 and 102, etc.). The Writing Center tutors also accept work online. To receive assistance, send in your paper via email to TRWritingCenter@trcc.commnet.edu. Include your name, student ID, and a brief summary of the assignment and your specific concerns. Phone: (860) 892-5773 for hours and to make an appointment. *(Do not wait until the last minute to receive help!)*

Students with disabilities: If you are a student with a disability that requires modifications, please contact me within the first couple of days so we can work out an appropriate plan to meet your needs.

Final Notes on how to survive and excel:

- 1) Play around with this site. Experiment. Explore. Do not wait until the last minute to do your assignments or to send them to me. (Are you noticing an overriding theme here about taking an online course and working with technology—give yourself time to do the work and to submit it.) (Expect some difficulties.)
- 2) Be patient. For many of you, this is a new way of learning. Give yourself extra time. (Do not assume you can sit down and whip out the work.)
- 3) Do not expect to put in less time than you would taking a regular face-to-face class. This course is set up to give you the same hours and instruction in 8 weeks as a course in a regular 15-week semester (face-to-face or online). (If we were meeting in a classroom, we would be meeting about 6 hours a week and you'd be doing approximately 6-12 hours of work outside of the classroom.) (You do the math ☺.) So expect to put in the hours and be a self-motivated learner (required for success).

- 4) If you have questions related to technology, contact the IT folks. If you have course content questions, please contact me! Let's get started!

Quiz on syllabus: If you have gotten this far - congrats! Now complete the quiz that is due by Wednesday, June 9 at noon. (To find the quiz, open up the link "Syllabus Quiz" on homepage.)



SUMMER 2010

JUNE

Week One

7-11 Please take the time to get acquainted with Blackboard and the course and how to navigate it. When you become more familiar, you should notice that there are three components to your grade: homework assignments, discussion board contributions, and essays. Homework and essay assignments are located in each learning module, titled by the week we're on. (Again, please make sure to note that there are cut-off dates when the assignments will be accepted, meaning if you try to submit them after that date and time they will be rejected. **Assignments are listed on the calendar as well. Open it up to see them and due dates, and when you link on them, the assignment specifications will open up!) (Follow this syllabus as a guideline.)

Due Wednesday: Quiz (by noon) and biographical information about yourself on the roster, including a photo and a brief description about who you are and why you're in school (and what your favorite pastimes are). Doing so will give us better insight into who everyone is in our class.

Due Friday: read "**Poetry**" 13-17; Formalist Criticism 1128; and follow and complete Assignment One

Week Two

14-18 Freedom and Responsibility 693. "The Unknown Citizen" 756; "Immigrants" 760; "In Response to Executive Order . . ." 761; "Ringing the Bells" 759

Due Wednesday: Assignment Two

Due Friday: "**Fiction**" 9-13; "On the Rainy River" 776; "Customs of the Country" 741. Assignment Three

Week Three

21-25 Family 41-42; "My Papa's Waltz" 131; "Nikki-Rosa" 138; "Future Connected By" 141; and "A Domestic Dilemma" 64. Assignment Four

Due Wednesday: "Writing about Literature" 21-39 and visit the Owl website at Purdue and read "MLA Formatting and Style Guide."

Due Friday: ESSAY ONE

Week Four

28 Gender Criticism 1130; Men and Women 228. "Barbie Doll" 323; "Breaking Tradition" 324; "Anniversary" 328; "Abbot Academy" 326;

Due Wednesday: "Désirée's Baby" 269; "A Temporary Matter" 301
JULY
2 Due Friday: Assignment Five

Week Five

5-9 "Drama" 17-21; *Fences*, Act 1 and 2, 143-197

Due Friday: Assignment Six

Week Six

12-16 Due Wednesday: ESSAY TWO

Due Friday: *The Brief Life of Oscar Wao*, 1-75

Week Seven

19-23 *The Brief Life of Oscar Wao* (finish reading entire novel this week, 76-261)

Due Friday: Assignment Seven

Week Eight

26-30 Due Wednesday: ESSAY THREE

****Since this is an online course, I will not have office hours. You can, however, contact me (through email in our course) with questions and concerns and I will get back to you within 12-24 hours. (If you have questions about an assignment, do not wait until the night before or the last minute or you run the risk of not receiving a reply.)***