

ENG 102: Literature and Composition

Instructor: Susan M. Topping

e-mail: stopping@trcc.commnet.edu Phone: 892 5763

Office: C254 Office Hours: TR 8:00-9:00, 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 TEXTS

The Bedford Introduction to Literature. 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 AND GRADING

ESSAYS

Essay #1 will be 4-6 pages in length (1000-1500 words); Essays #2 and 3 will be 6-8 pages (1500-2000 words) each. Each essay will follow a different process:

Essay #1: i) topic approved by me; ii) write first draft/response; iii) first 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) write first draft/response; iii) first 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 affected. 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 affect 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 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 NOT BE ACCEPTED UNLESS THERE IS A PERSONAL DISASTER AND WILL BE DOWNGRADED ONE FULL LETTER GRADE. LATE ESSAYS MAY NOT BE REVISED. ANY ESSAY THAT USES OUTSIDE SOURCES MUST BE SUBMITTED WITH COPIES OF SOURCES AND

THE ESSAY MARKED ACCORDING TO DIRECTIONS. I WILL NOT READ ANY ESSAY THAT IS SUBMITTED WITHOUT COPIES OF ALL SOURCES USED.

OTHER ASSIGNMENTS

In addition to formal essays, 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. These informal assignments will receive a check minus, check or check plus grade at the time of completion, and you are responsible for keeping all of your in-class assignments in a folder.

Reading Responses: Reading responses ask you to reflect upon the assigned readings by writing a response that will be at least 750 words in length 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.

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	20%
Essay #3	25%
In-class work and Reading responses (including participation)	10%
Midterm	15%
Final in-class essay	10%

COURSE POLICY

Attendance

Attendance is a requirement. Absences will have a negative affect 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. I expect you to come to class on time with all the necessary texts and remain in the classroom for the entire period. Disruptive or inappropriate classroom behavior will have a negative affect on your grade.

Withdrawal Dates

Students may officially withdraw at the Registrar's Office up until June 10th. Any student who stops attending class but does not officially withdraw will receive a grade of F for the course. However, 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.

STUDENTS WITH DISABILITIES

Any student with a hidden or visible disability which may require classroom modification should see me after class today so that an appropriate plan to meet your needs may be arranged.

MESSAGES AND CONFERENCES

If you need to reach me, please call my office phone or email me at stopping@trcc.comnet.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.

EMAIL SUBMISSIONS

I expect you to come to class with a hard copy of your assignments; however, it is vital that any work submitted via email be saved in Word 2003. Whatever word processing program you are using, please save the document in html format so that I can open the attachment. I can not open WordPad or the most recent versions of Word. I will consider essays sent in these formats as late.

SUMMER 10 ENG 102 TENTATIVE SCHEDULE OF ASSIGNMENTS

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

WEEK 1.

T 5/25 Introduction

Th 5/27 Reading Due: Introduction (1-6) 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).

Writing Due: Read "The Zebra Storyteller." Reading Response: What is, according to both Holst and yourself, "the function of the storyteller" (Holst)?

WEEK 2

T 6/1 Reading Due: "Soldier's Home" (185); "How to Tell a True War Story" (617); "Lust" (349); "A Rose for Miss Emily" (95); "Killings" (107); "There Was Once" (614).
Th 6/3 Reading Due: "Combining the Elements of Fiction" including "Summer" (374-87). Discussion cont.

WEEK 3

T 6/8 **“As-good-as-it-gets” Draft Essay #1 Due.** Please bring 3 copies of your essay to class: Writing Workshop

Work Due: Spend about an hour reading/browsing the poetry section of *Bedford*. Come to class with a list of three poems you liked and one you didn't. Be prepared to discuss your selections.

Th 6/9 Reading Due: Poems from class-generated list.

Essay #1 Due

WEEK 4.

T 6/15 Poetry cont. Discussion of Essay Topic #2

Mid-term Exam

Th 6/17 Poetry cont.

Draft Essay #2 Due Please bring 3 copies of your essay to class

WEEK 5

T 6/22 **Essay #2 Due**

Reading Due: *Trifles* (1368), *Antigone* (1469).

Th 6/24 Reading Due: *A Midsummer Night's Dream* (1532)

WEEK 6

T 6/29 Discussion cont.

Th 6/30 **Essay #3 Due**

WEEK 7

T 7/6 **In-Class Exam**