

ENG 102: Literature and Composition
Three Rivers Community College
Syllabus
Fall 2010
M 6:30-9:15 p.m., E227

Instructor: Todd Barry

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Office Hours: After class and by appointment. Sign up-sheets will be available at the beginning of every class for meetings after class that day. I will try to end class a little early every week to allow time for these meetings.

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. 9th ed. Michael Meyer.

The Brief Penguin Handbook or an equivalent college writing handbook.

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. Essay #1 will be 4-6 pages in length; Essay #2 will be 5-7 pages; Essay #3 will be 6-

8 pages. Each essay will follow a different process:

Essay #1: i) write first draft/response; ii) first draft undergoes peer review; iii) instructor reads and comments; iv) revise essay; v) submit the entire packet of work (first draft, peer review, draft with my comments, final draft) for grade.

Essay #2: i) write first draft/response; ii) first draft undergoes peer review; iii) revise essay; iv) submit the entire packet of work (first 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. 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. There will be no opportunity for anyone to revise the third essay.

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 BE ACCEPTED UP TO ONE WEEK PAST THE DUE DATE BUT 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. I WILL NOT READ ANY ESSAY THAT IS SUBMITTED WITHOUT COPIES OF ALL SOURCES USED.

PLEASE NOTE: If you hand in your essay late, it will go to the bottom of the pile of essays waiting to be graded. Thus, late essays may not be returned quickly, and any problems you have with your written work may not be uncovered until quite late in the semester. It is your responsibility to hand in all work on time.

Weekly 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 will include quizzes, summaries, short essays, etc. 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.

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)	15%
Midterm	10%
Final in-class essay	10%

COURSE POLICY

Attendance

Attendance is a requirement. Excessive absences will have a negative effect 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

- Mon. Nov. 22 Ch. 32, Emily Dickinson (1041-1088).
Topics for Essay #3 due via email to Instructor
- Mon. Nov. 29 Ch. 33, Robert Frost (1089-1128)
- Mon. Dec. 6 Ch. 34, Langston Hughes (1129-1157); Ch. 37, T.S. Eliot (1213-1231)
- Mon. Dec. 13 **Final Exam:** In-class Essays on selected poems.
Essay #3 Due (6-8 pages)