

Fall 2010

ENG 102: Literature & Composition

Section T12 D221 Tues. & Thurs., 3:30-4:45pm
Section T10 D222 Tuesday, 6:00-8:45pm

Dr. June E. Dunn

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Office Hours: (and by appointment)
T/R—2:30-3:30pm; Tues., 5:00-6:00pm

Required Text: *The Bedford Introduction to Literature (9th Edition)*

Course Description: Students are taught how to read 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.

Course Overview: ENG 102 introduces you to the reading and study of imaginative literature—to both its social and artistic purposes. You will build on essay writing skills learned in ENG 101 as you respond to and interpret literary texts to further develop skill in formal academic writing. Necessarily, critical reading is central to our enterprise, for literary analysis and interpretation demand insightful, sophisticated readers. Critical reading is more sophisticated than following the story; it is actively interacting with the text and the community of readers who make up this class and often requires one to look beyond the printed page to find connections, aberrations, etc. The writing in this class will vary in form and content, and even in the creative mode, demonstrating your mastery of grammar, mechanics, and the major principles of composition. The course will acquaint you with literary terms, theory, and techniques so that we share a common vocabulary, in particular, the uses of **imagery**, **character**, and **point of view** in the construction of literary works. Please note that many writers explore topics such as love, race, sexuality, social class, and death in their writings with a frankness that some readers may find personally challenging. I am confident, however, that we will be able to use such challenging moments positively as an incentive for passionate, intelligent conversation and strong, persuasive writing.

Group collaboration and class discussion is the pedagogical foundation for this course. If there is any lecturing on my part, it will be done only to provide an historical/theoretical context for the readings or background information on the writers. The best way to learn how to identify themes, analyze techniques, and explore similarities and contrasts in literature comes through sharing your own thoughts and carefully listening to others'.

TRCC 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.

Teaching Procedure: Each class we will discuss assigned readings. You must read the assigned material by the discussion date and be prepared to participate in both the forms of discussion and written commentary. **I strongly suggest you read the introductory notes to each writer and historical period as that information is extremely helpful in your understanding of the texts.** Expect to have a short reading response writing assignment (1-2 page) completed for each class. This writing assignment will focus on the readings for that day—consider it your motivational "reading trainer" (along with “pop quizzes” if necessary). In addition to a final exam, you will also be responsible for completing four 5-6 page, typed, MLA formatted papers. The TRCC English Department requires students to write 20 pages of finished academic writing in ENG 102.

Papers: You may hand your papers up to one week past the due date (except for the final paper of the semester); however, I will not comment on them, nor will you have the option to revise. If you hand them in after the one-week grace period, they will be marked down by one full letter grade. **You may revise all papers that were initially submitted by their due dates (except for the final paper) until the last day of class; the highest grade earned for the paper is the one that is averaged in your overall course grade at the end of the semester.**

Plagiarism Policy: If you plagiarize your paper (claiming another's ideas, words or paper without acknowledging the source), you will not only receive an "F" for that assignment but you may also fail the course and face disciplinary action as outlined in the current on-line catalogue. This means that you can fail for the semester simply for getting an idea for your paper from *Encarta*, for example, and writing it out in your own words, without using parenthetical documentation and a full listing on your Works Cited page. Plagiarism also includes, under the above definition, getting ideas, bits of text, or whole papers from friends, roommates, former students, chat rooms, list-servs, websites, etc., and submitting that work as your own.

Electronic Pacifier Policy

Cell phones (including text messaging), beepers, ipods, etc., should be turned **off** during class.

Accommodations: If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the Office of Disability Services. Please contact the office at 860-383-5217.

Campus Resources & Services: The Tutoring and Academic Success Centers are located in Rm C-117, next to the Learning Resource Center. TASC provides a Tutoring Center, a Writing Center, a Math Lab, and a Language Arts Lab (by appointment and walk-in).

Grading Policy

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| 1) | Class participation | } 30% |
| 2) | Daily writing assignments. On these assignments I will mark them " $\sqrt{+}$," " $\sqrt{,}$," or " $\sqrt{-}$ " | } 20% |
| 3) | Four 5-6 page, typed, MLA formatted papers. | } 40% |
| 4) | Final Exam | } 10% |