

ENGLISH 102 – LITERATURE AND COMPOSITION

Assistant Professor Janet Hagen

E-mail: jhagen@trcc.comnet.edu

Office Hours: Tuesday 2:30-3:30

Thursday 2:30-4:30

Location: C 216

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. During the semester you will also be given instruction in composition and will be required to write frequently.

**Prerequisite: ENG 101*

Course Objectives

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.

Required Texts

- Henderson, Day, and Waller. *Literature and Ourselves*, 6th edition
- Díaz, Junot. *The Brief Wondrous Life of Oscar Wao*

Other Required Materials

A two-pocket folder and a stapler

Grade Percentages

Essays

1	10%	Peer review	10%
2	15%	Class participation,	
3	15%	quizzes, & in-class writing	30%
4	20%		

EXPLANATION OF ASSIGNMENT AND GRADES

ESSAYS (60)%: During this session you will be required to write four formal essays. As my expectations increase, so will the grade percentage awarded for each essay. The essay assignments will be handed out in class and will focus on the thematic units we will have been reading and discussing.

PEER REVIEW (10%): Before turning in your essay, you will be required to develop a formal typed draft of your essay to bring to class for a peer review workshop (along with copies of your draft to share with your peers). (Number of copies is designated on syllabus.) This draft should be the best essay you can write and should be **completed** with the assigned amount of pages typed. In class you will be assigned into groups, where you will be responsible to give feedback to your peers based on the requirements I will explain and hand out during that class period. After you receive written input from your peers, it is expected you will then revise your essay. You will be graded on how effectively you review your peers' essays. ***If you miss a peer review day or come to class without a fully typed draft for review and the required amount of copies, you will not be able to participate in peer review and it will affect your grade negatively.*** (You will not be allowed to leave class to go make copies. You must be prepared at the **beginning** of class.) Finally, when you turn in your final paper you will need to place it in a pocket folder with the original essay (before peer review), the peer reviews, and your final essay to be graded.

Paper Format: There is no such thing as a hand-written formal essay. Periodically, I will assign hand-written writings (or will accept them), but all formal essays are to be typed on a computer or word processor, double-spaced (not triple or two-and-half spaces), with one inch margins and fonts no larger than 12 points. (A good example of what I will be expecting is font the size of Times New Roman 12.) Be forewarned that if you include extra spaces between paragraphs or type in extra large margins or fonts, etc., your paper will be returned without a grade or it will affect your grade negatively. All essays **must** follow MLA citation format (the citation format you learned in English 101). (See page 306 in Lester Faigley's *The Brief Penguin Handbook* for an example of the correct format for an academic essay.) If you need to make last minute corrections, handwriting on your essay is acceptable (as long as there aren't too many mistakes). ***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 mistakes, I will return it.*

CLASS PARTICIPATION (30%): When you think about it, each class is its own small community with its own idiosyncrasies. Throughout the semester, we will get to know each other and develop an understanding of what makes the class work (or not work). Keeping this idea in mind, I'd like you to think about what you can contribute to make the class work and what you need from others so that you can learn. Therefore, your participation (or lack of) in class will affect your final grade. (Expect to work in class, participating in large and small group work, in-class writing assignments, and quizzes.)

*Missed assignments cannot be made up.

OTHER POLICIES

Deadlines: There is no such thing as late work. If you have an emergency, please contact me to make other arrangements. Only in a documented emergency will I accept email submissions, which must be approved by me. Late essays will be given either a pass or a fail (C or an F). Quizzes and in-class work cannot be made up.

Attendance: In order for the class to be successful it is important that you attend regularly. You will be allowed three unexcused absences. After that your grade will be lowered one full letter grade for each class you miss. **If you must miss class, please remember that you will still be held accountable for the material covered in class and all assignments that are due that day.** (An excused absent includes, for example, illness and/or injury and requires written verification.)

Tardiness: *Please be in class on time.* Within the first five minutes of class I will take attendance. If you arrive after the five minutes, I will mark you late, which will affect your final grade.

Breaks: Unless it is an emergency, please refrain from leaving the class at all times. Doing so is disruptive and it will affect your grade negatively.

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.

Tutoring: Three Rivers has an excellent writing center located next to the library, C117. Receiving help through email is also available. Include your name, student ID, and a brief explanation of the assignment and send your work as an attachment to TRWritingCenter@trcc.commnet.edu. (Do not wait until the last minute.)

Students with disabilities: Any student with a hidden or visible disability which may require classroom modifications should see me about her/his disability within the first week or two of class. I will ask you to see one of the learning disabilities counselors on campus so that together we can work out an appropriate plan to meet your needs. For more information see http://www.trcc.commnet.edu/Ed_Resources/Learn_Dis.htm

Cell phones and beepers: School regulations require that all cell phones and beepers be turned off in learning environments. If it is imperative for you to be available by cell phone or a beeper, please speak to me before class to arrive at a suitable agreement. (No text messaging either during class.) (If your phone goes off or you are caught text messaging that means you'll bring donuts for everyone the next class!)

Class cancellations: If class has to be cancelled, a notice will be posted outside the door. I will also try to email you, so please make sure your email address is current and listed in the school directory. School cancellations due to bad weather will be posted on the TRCC homepage and also recorded on the school's main phone number: 860-886-0177.

FALL 2009

Please bring your books to class every day. You'll need them to participate in class activities and assignments.

AUGUST

Week One

- 27 Introduction to course. What have we been reading and why do we read? What constitutes "serious" literature? What is the connection between reading literature and becoming better critical thinkers and writers?

SEPTEMBER

Week Two

- 1 In *Literature and Ourselves* read "Reading Literature," 1-5 and **Poetry** 13-17; Formalist Criticism 1128; **Freedom and Responsibility 693-94**: Read "The Unknown Citizen" 756; "Ringing the Bells" 759
3 "Immigrants" 760; "In Response to Executive Order . . . 762" 761.

Week Three

- 8 **Fiction** 9-13; "Harrison Bergeron" 724; "A & P" 735;
10 "On the Rainy River" 777; "The Conscientious Objector" 758

Week Four

- 15 "Customs of the Country" 741
17 Read "Writing about Literature" 21-39

Week Five

- 22 Peer Review - bring 3 completed copies of your essay (required to participate)
24 Men and Women 228; Gender Criticism 1130; "Barbie Doll" 323; "Abbot Academy" 327"; "Future Connected By" 141

Week Six

- 29 ***ESSAY ONE DUE** (in folder with peer reviews); "Breaking Tradition" 324; "Hills Like White Elephants"

OCTOBER

- 1 "A Temporary Matter" 301; "Désirée's Baby" 269

Week Seven

- 6 "The Yellow Wallpaper" 274
8 Watch *Vertigo*

Week Eight

- 13 Finish *Vertigo*
15 Writing workshop

Week Nine

- 20 Finish discussion on gender
22 No class - I'm out of town at a conference

Week Ten

- 27 **Peer Review** - bring to class four copies of your essay (required to participate)
29 Vulnerability 436; "Richard Cory" 510; "We Wear the Mask" 512; "*Dulce et Decorum Est*" 514; "On the Subway" 519; "Try to Praise the Mutilated World" 522

NOVEMBER**Week Eleven**

- 3 ***ESSAY TWO DUE** (in folder with peer reviews). **Drama** 17-21; *Fences*, 143 - Act 1
 5 *Fences* - Act 2 (finish play) *The Piano Lesson* (watch video)

Week Twelve

- 10 Finish watching *The Piano Lesson*
 12 Read "The Dramatic Vision of August Wilson" 199; "Boundaries, Logistics, and Identity . . ." 207; "Filling the Time: Reading History in the Drama of August Wilson" 212; "August Wilson's Women" 216; "An Interview with August Wilson" 219. Due: an outline on each of the above essays; identify the main argument and the main points the author uses to support the argument. (Outlines must be typed. No outline required for the interview.)

Week Thirteen

- 17 Writing workshop / Finish discussion on *Fences*
 19 **Peer Review** - bring four copies of final paper (required)

THANKSGIVING HOLIDAY WEEK - NO CLASSES HELD (Read ahead.)

DECEMBER**Week Fourteen**

- 1 ***ESSAY THREE DUE** in folder with peer reviews. *The Brief Wondrous Life of Oscar Wao* - Intro. and Chapters 1-2, pages 1-75. Type or write up a one paragraph (or more) response to each chapter. (This response is not a summary but a reflection of what each chapter challenged you to think about.) Then type up two questions about each chapter. Try not to write simple questions that can be answered with a direct answer. Instead, work on writing questions that will lead to thoughtful discussions. (Please identify which chapter you are responding to and asking questions about.)
 3 Chapter 3-4, pages 77-201. Same - write up responses and questions.

Week Fifteen

- 8 Finish novel, continuation of chapter 4 through to the end. Same - write up responses and questions.
 10 Writing workshop

Week Sixteen

- 15 **Peer Review** - bring four copies of final paper (required)
 17 **FINAL ESSAY DUE** (in folder with peer reviews). No exceptions.

**Final grades will be posted on the web. If you would like your essay back right away, please enclose a SASE with them. Otherwise, please pick up your work in my office next semester.*

Student Contract

Please read and sign acknowledging that you understand what academic integrity is and what the consequences are for violating it.

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.*

By reading and signing this contract, I am acknowledging that I understand what the general definitions are that constitute Academic Integrity and that if I partake in any of these activities I will fail this class and could be expelled from college.

NAME _____ DATE _____