

ENG 102  
Literature & Composition  
Spring 2008  
Mohegan Campus 306  
Sec. M18: T Th 3:30 – 4:50 PM  
Sec M07: T Th 5:00 – 6:20 PM

Instructor: James Patrick Gorham  
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Office Hours: by appt. btw. the hrs  
of 1:30 & 3:30, T & Th

## **WELCOME TO ENG 102!**

### **Course Description:**

In this course we will focus on how to use active reading strategies, how to go beyond reduction and summary by analyzing and developing informed interpretations of what we read, and then how to 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 be able to identify and analyze various literary genres, including fiction, poetry, and drama, employing thematic approaches in order to understand the interpretive elements in the text as well as the conditions that may affect readers. During the semester you will also be given some instruction in composition and will be required to write frequently. Prerequisite: ENG 101

### **Required Texts:**

Faigley, Lester. *The Brief Penguin Handbook*. New York: Longman, 2005.

Schilb, John and John Clifford. *Making Literature Matter, 3<sup>rd</sup> Ed.* Boston: Bedford/St. Martin's, 2005.

### **Other Required Materials:**

A two-pocket folder and a stapler

### **Course Objectives:**

- Identify the literary genres of poetry, fiction, and drama, and some of the forms and structures within those genres.
- Understand the use of basic elements of formalist criticism to analyze literature (e.g., theme, tone, point of view, characterization, figurative language, etc).
- Recognize and define other critical strategies beyond formalist criticism to analyze a work of literature, including some of the following: psychological, feminist, gender, cultural, postcolonial, new historical, Marxist, biographical, and reader response and then to be able to use these various critical theories to analyze literature.
- Develop an interpretation about both the meaning and structure in a work of literature and support this perspective with specifics from the text in the written form of a formal essay.

## Grade Percentages:

**A = 93 %**  
**A- = 90 %**  
**B+ = 88%**  
**B = 83 %**  
**B- = 80 %**  
**C+ = 78 %**  
**C = 73 %**  
**C- = 70 %**  
**D+ = 68 %**  
**D = 63 %**  
**F ≤ 59 %**

Three (3) Formal Essays (at 15% each).....	45%
Peer Review/Self Evaluations.....	10%
Homework/In-Class Work, etc.....	10%
Good Citizenship/Class Participation.....	10%
Final Revised Essay .....	25%

## EXPLANATION OF ASSIGNMENT AND GRADES:

**ESSAYS (45%):** Over the course of the semester you will write three formal 2-3 page double spaced essays (one for each thematic unit we will cover). Each essay will be written using a different critical strategy of your choice (see Appendix 1: “Critical Approaches to Literature” for a brief list and description of various possible strategies). Each essay is to be thesis driven and support an argument. The thesis statement should be in the introduction, and the body of the essay should contain paragraphs of reasonable length (a guideline of approx. ½ pg to ¾ pg. per paragraph would be appropriate), that each support and develop the thesis with textual evidence cited correctly. For each formal essay, you will have a choice between responding to a predesigned assignment prompt or formulating your own assignment prompt (see me for approval of your prompt should you choose the latter option).

**PEER REVIEW/SELF EVALUATIONS (10%):** Periodically during the semester, before each formal essay is submitted for credit, you will be asked to perform peer review with classmates as well as performing self-evaluations of your own performance. In order for peer review to succeed, you will need to bring to class at least three copies of a formal typed draft of your essay to bring to class for peer review workshops. In class I will assign you into groups and you will be responsible to give feedback to your peers on their essays based on the requirements handed out during that class period. Any student who does not bring in copies of completed drafts on days scheduled for peer review may be asked to leave class, and will receive an unexcused absence. Self-evaluations may be performed in-class or as homework, depending on the assignment. Both the self-evaluation and the peer reviewed drafts will be included with the final draft of each formal essay, and both will influence and inform my grading of the essay.

### **HOMEWORK/IN-CLASS WORK, ETC. (10%)**

From time to time, we may be performing in-class writing assignments, small group work, quizzes, or other in-class work. In addition, we may also perform small homework assignments in addition to the formal essays we will write. In these cases, these assignments will be graded according to the following system:  $\sqrt{+}$  (100%),  $\sqrt{}$  (75%),  $\sqrt{-}$  (50%), and 0% (not completed).

### **CLASS PARTICIPATION (10%):**

A literature course such as this requires class discussion, with your input vital for the success of the course. Thus, I will expect that you will have read the assigned material *before* class and will be able to fully participate individually and, if designated, in a group. Throughout the semester I will be assigning in- and out-of-class informal assignments. Unless noted otherwise, you will be able to hand in these assignments handwritten. You will be graded on your work, both verbal and written, and in a group and as an individual. **There is no such thing as late work, and missed assignments may not be made up. Any and all absences in this class, unexcused or excused, may negatively impact your grade, either directly, or indirectly.**

### **OTHER POLICIES:**

**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 tripled or two-and-half spaces), with one inch margins and Times New Roman font, no larger than 12 points. Be forewarned that if you create extra spaces between paragraphs or type with extra large margins or fonts, your grade will be affected negatively. All essays *must* follow MLA citation format.

**Deadlines:** There is no such thing as late work. For each calendar day that an essay or assignment is late it will lose a letter grade. If you have an emergency, please contact me before the due date to make other arrangements. If you must miss class on the day that an assignment is due, then the paper needs to be placed in my mailbox *before* class. (I will not accept essays via email unless you have previously contacted me and I have agreed to accept your work through email.)

**Attendance:** For this course, you will receive a maximum of two excused “sick days”, and two excused “personal days”. In order to receive an excused absence for a “sick day”, you must provide medical justification, defined here as a written document signed by a medical professional on official letterhead, submitted by the day of the class following the absence in question. You may also take up to two excused “personal days” to take care of personal issues not related to illness, and without communicating with me. However, any absences beyond these shall be considered unexcused and penalized accordingly, unless you provide documentation of a situation in which you were required to miss class due to participation in a university-recognized event, or observation of a religious holiday. You must keep track of how many absences you accrue, if any. Any absences beyond four must result in direct communication with me as soon as possible, as they may result in failure of the course.

**Tardiness:** *Be in class on time.* It is very disruptive for everyone already engaged in an activity to have to stop because of late arrivals. Any instances of tardiness over 10 minutes will be counted as unexcused absences and will be penalized as such. Please note that leaving class early without prior approval counts as an unexcused departure and will be documented and penalized accordingly.

**Cell phones and beepers:** School regulations require that all cell phones and beepers be turned off in learning environments. If emergency circumstances require you to be available by cell phone or a beeper, please speak to me before class to arrive at a suitable agreement.

**Plagiarism:** **Plagiarism—the copying or misrepresenting of someone else’s work as your own—will not be tolerated and will result in a failing grade for this course.**

**Tutoring:** Three Rivers has tutors trained to assist students in developing better writing skills. The center is located at the Mohegan Campus, room 106. You may find additional information on the services that the Writing Center offers by going to the following website:

[http://www.trcc.commnet.edu/Ed\\_Resources/writing\\_center/](http://www.trcc.commnet.edu/Ed_Resources/writing_center/)

You can also access help via email at [TRWritingCenter@trcc.commnet.edu](mailto:TRWritingCenter@trcc.commnet.edu).

**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 the learning disability counselor, Chris Scarborough, on campus so that together we can work out an appropriate plan to meet your needs. For more information on services for students with disabilities, please go to

[http://www.trcc.commnet.edu/Stu\\_Services/LD/LD\\_index.htm](http://www.trcc.commnet.edu/Stu_Services/LD/LD_index.htm)

**Bad weather/cancellations:** On stormy days, call the school or listen to the news to see if classes are cancelled. For more info, see

[http://www.trcc.commnet.edu/Gen\\_Info/TRCCWeatherProcedures.htm](http://www.trcc.commnet.edu/Gen_Info/TRCCWeatherProcedures.htm)

In addition, we will try to establish a phone tree early on in the semester so that we may efficiently contact each other in case of emergency cancellation of class.

## COURSE CALENDAR—ENG 102, SPRING 2008<sup>i</sup>

### WEEK ONE: Introductions

1/24 CLASS CANCELLED

### WEEK TWO: Introductions (cont.)

1/29 Introductions

HW: Read and take notes on the introductory chapter to *Making Literature Matter*, “What Is Literature? How and Why Does It Matter?”

1/31 Discussion: Introduction to *Making Literature Matter*

HW: Read and take notes on Ch. 2 from *Making Literature Matter*, “Reading and Thinking About Literature”

### WEEK THREE: Thinking About Literature

2/5 Discussion: Ch. 2 from *Making Literature Matter*

2/7 Discussion: Ch. 2 from *Making Literature Matter* (cont.)

HW: Read and take notes on the following poems: Hayden, *Those Winter Sundays*, Roethke, *My Papa’s Waltz*, Plath, *Daddy*. Skim critical commentaries on Plath. Do VirtuaLit Interactive Poetry Tutorial on Roethke’s *My Papa’s Waltz*, found on the *Making Literature Matter* website and send me your notebook. Then read Ch. 5, “Writing About Poems”. Essay #1 Assigned.

### WEEK FOUR: Living in Families—Poems

2/12 NO CLASSES—LINCOLN’S BIRTHDAY

2/14 Discussion: Hayden, Roethke, and Plath.

HW: Read and take notes on the following story: Baldwin, *Sonny’s Blues*. Then read Ch. 4, “Writing About Stories”.

### WEEK FIVE: Living in Families—Short Stories

2/19 Discussion: Baldwin

HW: Read and take notes on Boyle, *The Love of My Life*. Do LitQuiz on Boyle’s story, found on the *Making Literature Matter* website.

2/21 Discussion: Boyle

HW: Read Williams, *The Glass Menagerie* (scenes 1-4). Then read Ch. 6, “Writing About Plays”.

### WEEK SIX: Living in Families—Drama

2/26 Discussion: Williams

HW: Read scenes 5-7 of *The Glass Menagerie*

2/28 Discussion: Williams. Discovery Draft of Essay #1 due. Brief Peer Review Session.

HW: Complete Final Draft of Essay #1, using suggestions from today’s peer review session. Then read and take notes on the following poems: Heaney, *Punishment*, Alexie, *Capital Punishment*. Essay #2 Assigned.

**WEEK SEVEN: Doing Justice—Poems**

- 3/4 Final Draft of Essay #1 due. Discussion: Heaney, Alexie  
HW: Read and take notes on Browning, *My Last Duchess*.
- 3/6 Discussion: Browning  
HW: Read and take notes on the following short stories: Hawthorne, *Young Goodman Brown*, Poe, *Thou Art the Man*.

**WEEK EIGHT: Doing Justice—Short Stories**

- 3/11 Discussion: Hawthorne  
HW: Do LitQuiz on Poe's story, found on the *Making Literature Matter* website.
- 3/13 Discussion: Poe  
HW: Read and take notes on the following play: Mamet, *Oleanna*

**WEEK NINE—Doing Justice—Drama**

SPRING BREAK—NO CLASSES THIS WEEK

**WEEK TEN: Doing Justice—Drama (cont.)**

- 3/25 Discussion: Mamet
- 3/27 Discussion: Mamet (cont.) First draft of Essay #2 due. Brief Peer Review Session.  
HW: Complete Final Draft of Essay #2, using suggestions from today's peer review session. Read and take notes on the following poems: Shakespeare, *Let me not to the marriage of true minds*, Bradstreet, *To My Dear and Loving Husband*, Cummings, *somewhere i have never traveled*, and Szyborska, *True Love*. Essay #3 Assigned.

**WEEK ELEVEN: Loving—Poems**

- 4/1 Essay #2 due. Discussion: Shakespeare, Bradstreet, Cummings & Szyborska  
HW: Read and take notes on the following poems: Arnold, *Dover Beach*, Doty, *Night Ferry*
- 4/3 Discussion: Arnold and Doty.  
HW: Read and take notes on the following short stories: Chopin, *Desirée's Baby*, Carver, *What We Talk About When We Talk About Love*. Do LitQuiz on Chopin's story, found on the *Making Literature Matter* website.

**WEEK TWELVE: Loving—Short Stories**

- 4/8 Discussion: Chopin
- 4/10 Discussion: Carver  
HW: Read and take notes on the following play: Hwang, *M. Butterfly* (Acts 1 & 2)

**WEEK THIRTEEN: Loving—Drama**

- 4/15 Discussion: Hwang  
HW: Read and take notes on Act 3 of *M. Butterfly*
- 4/17 Discussion: Hwang (cont.) Brief Peer Review Session.  
HW: Complete Final Draft of Essay #3, using suggestions from today's peer review session. Read Ch. 3 "The Writing Process".

**WEEK FOURTEEN**

- 4/22 Final Draft of Essay #3 due. Discussion: Ch. 3.
- 4/24 Discussion: Ch. 3 (cont.)  
HW: Complete a revision of a previous essay, and consider how you might further develop your ideas and employ more research to extend the paper to 4-6 double spaced pages.

**WEEK FIFTEEN**

- 4/29 Revision #1 due. Peer Review.  
HW: Do more revision of final project, taking suggestions from today's peer review.
- 5/1 Revision #2 due. Peer Review.  
HW: Edit, proofread, and polish your final project.

**WEEK SIXTEEN**

- 5/6 LAST DAY OF CLASS—Final Revised Drafts Due, Course Wrap-Up, Evaluations.

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<sup>i</sup> This syllabus is subject to changes at any time. You will be responsible for making sure that you make revisions to the schedule when and if changes are announced either in class, or communicated via email.