

Three Rivers Community College

English K102-T1/T6: CRN 10442/10466: Literature & Composition: Spring 2013  
Instructor: Karyn Eves  
Office: Adjunct Office D205 E  
Office Hours: TR 2:30-3:45  
Mailbox Location: D 207  
Class Meets: TR 1-2:15  
Class Location: D 222  
Class Meets: TR 4-5:15  
Class Location: D122  
Email: *\*best way to reach me\** KEves@trcc.commnet.edu

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**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.

**WRITING REQUIREMENTS**

At this point in the writing sequence, students should be encouraged to write more independently. While it is recommended that students continue to incorporate the draft process into their writing experiences, students' final grades on each assignment should reflect finished product, not process.

Guidelines:

- 20 pages of finished academic writing: at least 3 essays: one of which should be a minimum of 6-8 pages.
- At least one essay should be independently researched and incorporate both primary and secondary sources.
- In-class graded writing (exams, reading responses, in-class exercises etc.).

**READING REQUIREMENTS**

In order to ensure that students are exposed to a diversity of literary genres, reading lists should include a wide variety of poems, short stories, and plays, with a novel as optional.

**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.

**Required Text:**

*The Bedford Introduction to Literature: Reading, Thinking, Writing.* 9<sup>th</sup> Edition. Michael Meyer

**Assignments:**

10 Short Papers	30%
Fiction Essay	15%
Poetry Essay	15%
Drama Essay	10%
Quizzes	10%
Final Exam	10%
Participation	10%

**Quizzes:**

There will be pop reading quizzes to gauge your understanding of the materials. These quizzes will be nit-picky, asking specific names and details. If you are absent **YOU MUST CONTACT ME** to arrange to make up the missed quiz, which must be done within one week of the quiz date so that I can return corrected quizzes in a timely manner.

**Short Papers:**

For 10 of the reading days you should write *and print out to hand in* a 2-3 page Short Paper where you discuss what stood out in the reading for that week. Look in the course calendar for \*SP, these are the 15 optional days to hand in Short Papers. To be clear, you **MUST** choose **ONE** of the works assigned for that day (not one previously discussed and not one slated to be discussed at a later date) and discuss **ONE** aspect of it for a minimum 2 **FULL** pages including quotes from the text as evidence to back up your claims. You **MAY** choose to write about a writing convention, how the author's background comes out within the piece (as for each piece you should be reading the brief biography before the section) connections you make between the reading and other factors from the outside world or many other possibilities. Sample Short Papers will be handed out within the first 2 weeks of class. **You only have to do 10 of the 15, if you choose to do more than 10, only the top 10 will be counted.**

**Participation:**

Each week I will note everyone's involvement in the course in my grade book. This grade includes peer reviewing, coming prepared with drafts when they are required, and actually attending ☺ The class meets 30 times. The point break down for attendance is as follows: 3 points for coming fully prepared, 2 points for coming partially prepared, 1 point for either emailing me your work and arranging for quiz make-ups if you're absent OR coming to class unprepared. Participation in the peer review process will earn you 5 points each time (it will be required twice in the semester and cannot be made up: might I recommend coming fully prepared these days as they can earn you up to 8 points each time??)

**Research:**

You will be taught in advance of the formal papers how to research academic sources and how to formulate a literary analysis. If at any time you feel unsure of what is being asked of you; you should come see me. Informing me after you have received a failing grade that you never understood the assignment will not help your grade.

### **Essay Breakdown:**

You will be asked to write three formal essays on topics generated from your reading and class discussions.

The 3 essays are the Fiction Essay (#1) The Poetry (#2) and The Drama Essays (#3). They will vary in length; the Fiction Essay must be 6-8 pages, the Poetry Essay must be 5-7 pages and the Drama Essay must be 4-6 pages. Each essay will follow a different process:

Essay #1: i) topic approved by me; ii) "As-Good-As-It-Gets" 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) "As-Good-As-It-Gets" 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 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.**

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 TWO DAYS PAST THE DUE DATE BUT WILL BE DOWNGRADED ONE FULL LETTER GRADE. LATE ESSAYS MAY NOT BE REVISED. THERE WILL BE NO EXCEPTIONS TO THIS POLICY.

IN ADDITION, 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.

**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.

**Exam:**

You will have a cumulative final exam. It will ask you to discuss a topic over examples from the 3 genres of literature we study this semester. It will be in the form of an in-class essay. The weight of The Drama Paper reflects that you will be writing this essay immediately following its completion with roughly a 48 hour window to prepare. On the day slated for review, we will review the semester and you will be given the prompt for the final essay. You will be allowed to prepare and bring in to the exam a large index card of notes. This index card will be given to you at the review. You may not use more than the allotted index card, and you may not pre-write the essay.

**The Writing Center:**

Every writer needs another pair of eyes on their work before it is ready for public consumption, your work for this course will be no different. Take advantage of the writing center here on campus or visit them online via email at

[TRWritingCenter@trcc.commnet.edu](mailto:TRWritingCenter@trcc.commnet.edu)

**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.

**Disabilities:**

If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. Please note that accommodations cannot be provided until you provide written authorization from a DSP.

<b>TRCC Disabilities Service Providers</b> Counseling & Advising Office Room A-119	
<b>Matt Liscum</b> (860) 383-5240	<ul style="list-style-type: none"> <li>• Physical Disabilities</li> <li>• Sensory Disabilities</li> <li>• Medical Disabilities</li> <li>• Mental Health Disabilities</li> </ul>
<b>Chris Scarborough</b> (860) 892-5751	<ul style="list-style-type: none"> <li>• Learning Disabilities</li> <li>• ADD/ADHD</li> <li>• Autism Spectrum</li> </ul>

*Please note that an instructor cannot provide disability accommodations until a student provides the necessary paperwork from the college's Office of Disability Services to the instructor. Also, accommodations take effect when the instructor receives the paperwork from a student- accommodations cannot be provided retroactively.*

## **Weather Concerns:**

**Communications regarding closings, cancellations, and delays:** In the event a decision is made to cancel or delay classes or to close school completely, this decision will be communicated in the following ways:

**Radio and Television Announcements** will be made on the following stations:

TV Channel 3 – WFSB	WSUB/Q105 Radio – Groton/New London
TV Channel 30 – WVIT NBC Connecticut News 30	WINY Radio – Putnam
TV Channel 8 – WTNH	WADK Radio – Westerly
WTIC/WRCH/WZMX Radio – Hartford	WILI Radio – Willimantic
WICH/WCTY/WNLC/WKNL Radio – Norwich/New London	WDRC Radio – Hartford

**The College's website** will also have announcements regarding any delays, cancellations or closings.

### **Sign up for MyCommNet Alert!**

myCommNet Alert is a system that sends text messages and emails to anyone signed up in the event of a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather.

All students are encouraged to sign up for myCommNet Alert. A tutorial is available on the Educational Technology and Distance Learning Students page of the web site. Here's the link:

[http://www.trcc.commnet.edu/div\\_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html](http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html)

**Timing of announcements:** Except under rapidly changing conditions, information on the status of day classes will be available and published by 6:30 AM and by 3:00 PM for evening classes starting at 5:00 PM and later.

### **Distractions:**

The use of cell phones, ipods, PDAs or any other mobile electronics device is strictly forbidden in the classroom. Please turn them OFF prior to the start of class.

### **Email Communications:**

In order to protect your rights under FERPA, all email correspondence with me should be done through your mail.ct.edu email addresses. If you need assistance accessing your email please come see me BEFORE you need to correspond with me. Additionally, please remember that your emails are a reflection of your attitude regarding your education and remember to correspond with me as you would like to be viewed as a learner.

**Grading:**

All of your papers will be graded in accordance with the following rubric. If you are unclear what these expectations mean, please contact me so that we can go over how these characteristics are seen in academic writing. This is generally best done when we can discuss a specific writing sample, so bring along the work that has been graded.

**RUBRIC FOR COLLEGE WRITING**

<b>Characteristics</b>	<b>Grades</b>			
	<b>A (90-99)</b>	<b>B (80-89)</b>	<b>C (70-79)</b>	<b>D (60-69)</b>
<b>Thesis</b>	thesis is compelling, genuinely debatable, focused, specific, and arguable	thesis is clear and debatable, but may have shifting focus and/or specificity	thesis is vague or pedestrian, raises some debate, but lacks focus and/or specificity	thesis is limited, unclear, trite, inconsistent or absent, and lacks focus and specificity
<b>Logic &amp; Organization</b>	develops ideas cogently, organizes them logically within paragraphs, connects them with highly effective transitions; clear and logically consistent organization relating all ideas together	develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together	develops and organizes ideas in paragraphs that are not necessarily connected with transitions; some overall organization, but some ideas may seem illogical and/or unrelated	does not develop ideas cogently, organize them logically within paragraphs and/or connect them with clear transitions; uneven and/or ineffective overall organization
<b>Audience</b>	clearly addresses thesis, structure, and evidence to paper's intended audience	thesis, structure and evidence chosen with some attention to the paper's audience	thesis, structure or evidence not suited to the paper's audience	little or no attempt to consider audience in its choice of thesis, structure or evidence
<b>Evidence / Details</b>	ample, relevant, concrete evidence and persuasive support for every debatable assertion; uses multiple, reliable sources which are assessed critically	relevant, concrete evidence and persuasive support for most debatable assertions; uses multiple or reliable sources which are not always assessed critically	merely adequate evidence and support for most assertions; uses single or multiple sources, which may be unreliable and used uncritically	weak evidence and persuasive support; uses limited source(s), and/or relies predominantly on sweeping generalizations, narration, description, or summary
<b>Citations</b>	research supported correctly quoted, paraphrased, and cited.	research supported adequately quoted, paraphrased, and cited.	research supported incorrectly quoted, paraphrased, or cited.	research supported incorrectly quoted, paraphrased, and cited.
<b>Control of Language</b>	outstanding control of language, including effective word choice and sentence variety; superior facility with the conventions of standard written English	clear and effective control of language, including word choice and sentence variety; competence with the conventions of standard written English	intermittent control of language, including word choice and sentence variety; occasional major or frequent minor errors in standard written English	poor control of language, includes problems with word choice and sentence structure; frequent errors in standard written English

## Course Calendar:

January 24 – Introduction to the course, genre, MLA and literature studies

January 29 – Introduction to Fiction, Schools of Criticism & Story of an Hour p 1-19\*SP

January 31 – The Flowers & A Rose for Emily pp 81-83 & 90-102 \*SP

February 5 – Bartleby the Scrivener & How to Tell a True War Story pp 142-170 & 346-355 \*SP

February 7 – No class: Professional Development Day

February 12- A Study of Nathaniel Hawthorne & Young Goodman Brown p 395-411 \*SP

February 14- The Minister's Black Veil & The Birthmark p 411-431 \*SP

February 19 – Perspectives on Hawthorne & Critical Readings p 432-441

February 21 – Draft Due for Peer Review – Revised draft to Professor via email by Saturday

February 26 – Conferences on draft

February 28 – Paper DUE

March 5 – Introduction to Poetry & Reading Poetry p 739-764

March 7 – Elements pp 799-807, 837-845, 864-871, 888-895, 916-929, 946-954, 976, 981, 1008, & 1019

March 12 – Chapter 31: Combining... A Writing Process p 1028-1038

March 14 – Chapter 38: Love and Longing p 1232-1244 \*SP

March 19 – No class: Spring Break

March 21 – No class: Spring Break

March 26 – Chapter 39: Humor and Satire p 1245-1260 \*SP

March 28 – Chapter 40: Milestones p 1261-1272 \*SP

April 2 – Chapter 41: Natural World p 1273-1284 \*SP

April 4 – Thematic Case Study A- O: Crossing Boundaries found btw pages 1284-1285 \*SP

April 9 – Draft of Poetry paper due for Peer Review

April 11 – Paper DUE

April 16 – Introduction to Drama & Trifles p 1361- 1378 \*SP

April 18 – Writing about Drama & Study of Sophocles pp 1407-1414 & 1414-1421

April 23 – Oedipus the King p 1422-1464 \*SP

April 25 – Antigone p 1465-1501 \*SP

April 20 – A Doll House p 1704-1759 \*SP

May 2 – Real Women Have Curves p 1831-1868 \*SP

May 7 – Work on Drama Paper

May 9 – Paper DUE

May 14 – Review Day

May 16 – Final Exam: In-class essay