

Literature & Composition / Eng 102
Spring 2012

Judith D. Rametta, B.S., M.A.

Wednesday 3:30 – 6:15 p.m. Room E223

Thursday 5:30 – 8:15 p.m. Room E206

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Office Hours by appointment (e-mail or call) before and after class times listed – D205E

REQUIRED TEXTS:

The Norton Introduction to Literature, Portable Tenth Edition, Alison Booth & Kelly J. Mays

(ISBN: 978-0-393-91164-0)

The Absolutely True Diary of a Part-Time Indian, Sherman Alexie (ISBN: 13: 9780316013697)

No substitutions of different editions, please!

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.

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.

ATTENDANCE, CLASS PARTICIPATION, AND GRADING:

Consistent attendance at class meetings is crucial to your success in this course. Any absence will affect your grade, since this course meets only once a week.

If there is an emergency, which requires you to be absent, please notify me immediately so that I can accommodate any makeup requirements. Otherwise, being absent is your choice and it will be entirely up to you to find out what was covered.

To achieve a passing grade, you should:

- ☐ ☐ Attend class regularly (please do not arrive late, leave early or repeatedly leave and return while class is in session)
- ☐ ☐ Complete all reading and homework assignments on time
- ☐ ☐ Contribute regularly to class discussions
- ☐ ☐ Take time to think about what you have read and to prepare for class discussion and writing assignments

NO CELL PHONES SHOULD BE SEEN OR HEARD DURING CLASS

Grades will be based on all work done in the course. **If any assignments are not completed or are late, an F will be given for that assignment and your final grade will be seriously impacted unless specific arrangements are made with me.** Such arrangements will be made only because of extenuating circumstances – work schedules are not an excuse. Incompletes will not be given.

	Percent
Homework & Class Participation	15%
First Response Essay	10%
Author Essay	10%
Mid-Semester Exam	15%
Group Paper/Oral Presentation	15%
-Includes Peer Review Work	
Second Semester Research Essay	20%
Final Examination	15%
	100%

Teachers at the TRCC are committed to developing and actively protecting a class environment in which respect must be shown to everyone in order to facilitate and encourage the expression, testing, understanding, and creation of a variety of ideas and opinions. Rude, sarcastic, obscene, or disrespectful speech and disruptive behavior have a negative impact on everyone's learning and that person will be removed from the class. Alcohol or drug use is **NOT** permitted at any time.

MODERN LANGUAGE ASSOCIATION STYLE (MLA): When you use outside sources to write your research papers, use MLA style for documentation purposes (this includes electronic journals and the web). The required textbook has sample sections on parenthetical documentation, and instructions for a Works Cited page. Online information is available at: <http://owl.english.purdue.edu/owl/resource/747/01/>

INTELLECTUAL DISHONESTY: Cheating on exams and plagiarism of another's words or ideas will result in an automatic F for the test, paper, or for the entire course. While both are serious offenses and could cause your dismissal from school, plagiarism is often unintentional. Your textbook and the TRCC website provide you with ample examples of and ways to avoid plagiarizing another's work, words, or ideas. If you have any doubts, please see me.

TRCC Policy: 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.

STUDENTS WITH LEARNING DISABILITIES: If you have a documented disability, please see me privately during the first week of class. For more information on how to obtain documentation, please contact Chris Scarborough, Learning Specialist (cscarborough@trcc.commnet.edu or 892-5751) to make an appointment. You must have documentation in order to receive accommodations beyond the usual arrangements of the class for homework and tests.

FREE WRITING TUTORIALS: The Writing Center (located on the first floor - adjacent to the library) is available to help and is a great resource. Call or visit to make an appointment (860) 892-5773. Students can also submit papers via email: TRWritingCenter@trcc.commnet.edu

Weekly Syllabus: **Wednesday Dates in Bold** / (Thursday Dates in Parenthesis)

Week 1
1/25 (1/19) Introduction and Organization: Review of Texts & Syllabus
G.B. Trudeau Doonesbury – p. 62

Critical Reading - Reading Literature

Benjamin Franklin (1771) Excerpts from Autobiography - handout

Mark Twain (1895) "The Art of Authorship" and "How to Tell a Story" - handout

Michel Foucault (1970) "The Author Function" Excerpt – handout

Elements of the Story – Structure, Genre, Voice

Taking Notes - Writing about Literature & Intro to Fiction p. 1 - 15

Linda Brewer "20/20" p. 18-23

Sentence Skills: Tense & Voice – Using Present Tense & Declarative Voice

<http://www.jskogerboe.com/2010/01/21/i-believe-like-you-know-in-defense-of-the-declarative-voice/>

"i believe, like, you know? :: in defense of the declarative voice" by Joshua Skogerboe

Homework Due for Wk. 2 - Read & Take Written Notes for Hemingway, Morrison & Tan
Writing: Hand in Responses to Hemingway & Morrison Queries

Week 2
2/1 (1/26) **Ernest Hemingway** (1927) Hills Like White Elephants p. 114-117
(Answer: Questions about the Elements of Fiction p. 18)
Toni Morrison (1983) "Recitatif" p. 130-145 (Answer 1-3)
Amy Tan (1989) "A Pair of Tickets" p. 189-204

Formatting – MLA Style <http://owl.english.purdue.edu/owl/resource/747/01/>

Formulating a Thesis – p. 1248 –1272 <http://owl.english.purdue.edu/owl/resource/545/01/>

Elements of Poetry – Voice, Structure, Symbol

Writing: Sentence Skills: Modifiers (In Class)

Homework Due for Wk.3 – Read & Take Written Notes for Poetry
Writing: First Response Paper - Due via e-mail by Noon on 2/8 (2/9)

Week 3
2/8 (2/9) **William Shakespeare** (1609) "Like as the waves make towards the pebbled shore" p. 604
Walt Whitman (1819-1892) "Song of Myself" (1-7, 21, 24, 43, 44, 47-52)
Analysis one stanza from your perspective
<http://www.daypoems.net/poems/1900.html>
Emily Dickinson (1830-1886) "[Wild Nights – Wild Nights!]" p. 667
Theodore Roethke (1948) "My Papa's Waltz" p.550 – 551 – Answer Questions
Alfred, Lord Tennyson (1854) "From *The Charge of the Light Brigade*" p. 598

Whitman & Roethke Queries (In Class)

Homework Due for Wk. 4 - Read & Take Written Notes for "A Doll House"
Writing: Begin Author Paper (Reading and Analysis)

Week 4
2/15 (2/16) Library Resource – Research - Incorporate Sources and Avoid Plagiarism
How to Research Author & Group & Semester Paper Sources
(Pam Williams, Reference Librarian)
The Research Essay – p. 1273 - 1290
Create a Works Cited Page p. 1291-1305
<http://owl.english.purdue.edu/owl/resource/747/12/>
<http://owl.english.purdue.edu/owl/resource/747/05/>

Organize Groups for Oral Presentations – Decide on General Topics

Homework Due for Week 5 –
Writing: Author Paper Including Works Cited Page
– **Due by e-mail no later than Noon 2/22** (2/23)

Week 5
2/22 (2/23) Drama: **Henrik Ibsen “A Doll House”** (1879) p. 821-876
In Class Worksheet & Discussion

Elements of Drama – Character, Plot & Structure, Setting, Style & Theme

Organize Groups for Group Presentations – Decide on General Topics (In Class)

Homework for Week 6 – *Read & Take Written Notes – First Half of Novel*
Research Your Section of Group Topic – Notes Should Reflect your topic

Week 6
2/29 (3/1) Novel: ***The Absolutely True Diary of a Part-Time Indian***, Sherman Alexie p. 1-117

Homework for Wk. 7 – *Read & Take Written Notes – Second Half of Novel*
Writing: *1st Draft of Group Paper - 1st Draft Due in class 3/7* (3/8)

Week 7
3/7 (3/8) Novel: ***The Absolutely True Diary of a Part-Time Indian***, Sherman Alexie p. 118-230
Peer Review Sheets – In Class Assignment

Homework for Wk. 8 – Review Notes and Assigned Reading for Mid-Term
Rewrite & Proofread Group Paper - Final Drafts Due in class 3/14 (3/15)

Week 8
3/14 (3/15) **Mid-Term Exam - Norton text and notes only - No online or outside sources**
Merge Final Drafts of Group Papers / Practice Oral Presentations (20 Min. In Class)

-----**3/19 – 3/23 Spring Break – No Class**-----

Week 9
3/28 (3/29) **Oral Presentations – Groups Present to Class**
Hand in Folders with All Final Group Papers

Homework for Wk. 10 – Read & Take Written Notes on “A Streetcar Named Desire”
Scenes 1-4 p.1165-1199
Writing: *Worksheet*

Week 10 **Tennessee Williams** (1947) "A Streetcar Named Desire" Scenes 1-4 p.1165-1199
4/4 (4/5)

*Homework for Wk. 11 – Read & Take Written Notes on "A Streetcar Named Desire"
Scene 5-11 p.1199-1238
Writing: Construct (3) possible thesis statements for Semester Paper*

Week 11 **Tennessee Williams** (1947) "A Streetcar Named Desire" Scene 5-11 p.1199-1238
4/11 (4/12)

*Homework for Wk. 12 – Read & Take Written Notes on Baldwin, Hughes & Angelou
Writing: Answer Question 1-3 on p. 101 – include discussion of "The Harlem
Renaissance" (Answer 1-3 under Questions / Not Suggestions for Writing)
Writing: Thesis Statement & Works Cited for Semester Paper*

Week 12 **Maya Angelou** (1975) "Africa" p. 540
4/18 (4/19) **Langston Hughes** (1951) "Harlem" p. 690
 James Baldwin (1957) "Sonny's Blues" p. 75 – 101

Review Thesis Statements & Works Cited in Class

*Homework for Week 13 – Read & Take Written Notes on Crane & Glaspell
Writing: Working Outline/First Draft Semester Paper*

Week 13 **Susan Glaspell** (1916) "Trifles" p. 748-758
4/25 (4/26) **Stephen Crane** (1897) "The Open Boat" p. 250-268

Open Boat Collaborative Exercise in Class

*Homework for Wk. 14 - Select a Poem to Share with Class - p. 438-728 or from your own
source – song lyrics are also poetry and can be chosen for this assignment.
Writing: **Finish Semester Paper – Due by Midnight on 4/27**
– **E-mail on 4/27 and bring a paper copy of semester paper to class on 5/2 (5/3).**
- **NO LATE PAPERS ACCEPTED***

Week 14 **Robert Frost** (1915-1923) "The Road Not Taken" / "Stopping by Woods on a Snowy
5/2 (5/3) Evening" / "Home Burial" p. 677 - 681
 Edgar Allen Poe (1844) "The Raven" p. 600-603
 Dylan Thomas (1952) "Do Not Go Gentle into That Good Night" p. 636
 William Carlos Williams (1923) "The Red Wheelbarrow" p. 554
 Sylvia Plath (1961) "Morning Song" p. 536
 Poetry Selections from Students

Homework for Wk. 15 - Review for Final Exam

Week 15 **Final Exam – TBD whether it will be e-mail or in-class.**
5/9 (5/10) **Norton text and notes only - No online sources.**

HOMEWORK, ATTENDANCE AND CLASS PARTICIPATION - (15%) - Weekly

Attendance is taken at the beginning of each class. Homework and in class assignments are due at the end of each class and can only be handed in late with an excused absence. Sending homework via e-mail during or after class time will not be accepted. Being absent at the beginning or end of class counts as an absence. Please put your name on all homework and leave it in the class folder. Also, in-class quizzes will occur to determine proficiency of in class concepts gathered from note taking and discussion. One letter grade is deducted from your homework grade for missed classes and/or homework – 3 missed classes or homework assignments is a failing grade.

Reading and Writing - Class discussion is important to literary study, which is largely an interpretative art. We will share analysis in order to clarify and aid in the understanding of our reading, and also to hone the skill necessary for intelligent reading and interpretation. This is a cooperative exercise in problem solving, and we all lose if you are absent or do not contribute to the process. During the semester, you will be asked to respond to or present some aspect of the assigned reading sometimes to provide us with a frame of reference for class discussion.

FIRST RESPONSE PAPER - (10%) –Due via e-mail by Noon on 2/8 (2/9)

Response to literature is the key to understanding and appreciating how a work relates to your own thoughts and impressions. Students will practice their writing skills, including the development of a thesis statement, by writing a **4-5-page** paper that will focus on expanding some aspect of one of your class responses. This first writing assignment should be solely from the perspective of each student using only text references from the Norton textbook and no other outside sources. You may choose from any of the assigned readings that have been covered. A Works Cited Page is not required for this first paper, but you must use the name of the textbook, author and story in your opening. You may also choose to compare/contrast some literary element of two or more of the readings.

AUTHOR PAPER – (10%) - Due by e-mail no later than Noon 2/22 (2/23)

Please also bring a paper copy of author paper to class.

Each student will choose an author from the text and prepare a written paper, highlighting the accomplishments and philosophy of that author, in relation to a work we are covering in class or a work that relates to our class discussions. This **4-5 page** paper should inform the class about the background of the author including: a brief biography, highlights of his/her major works and achievements, influence of the author (American, European, Asian, etc.) and the historical context of the time period during which the author was writing. Also, the paper should include a plot summary and short critical analysis of the work we are reading in class. Prepare a synopsis of the paper to present to the class on the date assigned to your author. All reference sources for this paper should be cited on a “Works Cited” page at the end of the paper.

GROUP WRITTEN/ORAL PRESENTATION - (15%)

- **Final Papers Due in class 3/14 (3/15) - Paper Copy Only – No e-mail Version Needed**
- **Oral Presentations 3/28 (3/29)**

Oral Interpretation of Literature and Peer Review are integral parts of this project. In this presentation, you should consider your audience and understand that a simple reading of your paper will be insufficient. Each group will be evaluated by the class, as well as by me, so please be creative. Presentations should incorporate audio and/or visual aids, such as power point, posters, handouts, audio clips, etc. **The presentation should be 15-20 minutes per group (5 minutes per presenter).** It should be well organized, concise, and comprehensive, with an introduction, a thesis, and a conclusion. And of course, it requires practice for time constraints and for clarity before you present it to the class. Remember, too much text on a slide is distracting. Add information orally to what is on your slides and make it easy for your readers to follow. At least 1 outside Source (journal articles and books) from each person in the group should be incorporated into the presentation. A written Works Cited page and a finished written copy of the group presentation are required with a length of **3-4 pages per student** in the group.

MID-SEMESTER EXAM - (15%) - 3/14 (3/15)

This will be a comprehensive mid-semester exam. It will be based on identifying passages and literary concepts from the various texts and a discussion of their relevance along with a short answer section that relates to ideas and concepts covered during the course of the first half of the semester. There will also questions relating directly to class notes and the assigned readings from the Norton textbook.

SECOND CRITICAL ESSAY / SEMESTER WRITTEN PAPER – (20%)

– Due by Midnight 4/27 - Please also bring a paper copy of semester paper to class 5/2 (5/3).

This is a thesis driven paper that should contain your perspective and argument.

Whatever author and topic you choose, you must determine a position, a thesis that is your own. Your thesis may be developed in a variety of ways including; comparing/contrasting protagonists or themes from different texts, doing a critical assessment of a text that begins with your thesis and the development of your argument with textual evidence and perhaps support from other critics or an in-depth assessment of a text based on our discussions of genre, author and historical context.

Format:

1. **7-8 Pages**, typed, double-spaced, MLA documentation, 12pt. font (non script) and 1" margins.
 2. You can rely on your text but at least 2 outside sources should be used and cited (journal articles and books). Secondary sources are not a substitute for your own ideas or reading of the works. Paraphrasing and summarizing are always preferable to direct quotation. If you use more than two words of a source, you must use quotation marks. **Remember, too, that in your essay all ideas, whether paraphrased, summarized or quoted, must be documented according to MLA Style.**
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FINAL EXAMINATION - 5/9 (5/10)

This will be a comprehensive final exam but focused on the readings in the second half of the semester. It will be based on identifying passages from the various texts and a discussion of their relevance along with a short essay answer section that relates to ideas and concepts covered during the course of the semester. There will also questions relating directly to class notes.

E-MAIL TITLES: LASTNAME_FIRSTINITIAL (Rametta_J)

STUDENTS MUST COMPLETE 20 PAGES OF WRITTEN WORK DURING THE SEMESTER IN ORDER TO MEET THE REQUIREMENTS OF THIS COURSE AND ATTAIN A PASSING GRADE – PLEASE TAKE CAREFUL NOTE OF THE GUIDELINES FOR EACH ASSIGNMENT – ALL 4 PAPERS MUST BE SUBMITTED IN ORDER TO PASS THE CLASS.

I understand all the previously explained requirements and realize that by continuing in this class I am indicating my acceptance of and compliance with these guidelines.

[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.]

Further, I pledge that I will not be given or will receive any unauthorized assistance in completing my assignments and I assert that the work I present in my assignments will be my own original efforts.

Name (sign)_____Date_____

Name & Address (Print): _____ _____ _____ _____	Telephone & E-Mail: _____ _____ _____
I understand that I must check my e-mail on a regular basis (at least twice a week) and be able to send and receive some assignments for this class via e-mail. Initials _____	Note: Computers are available in the Computer lab at TRCC for students who do not have personal computers in their homes.
Degree: _____ _____	English Courses Completed: _____ _____
Areas of Academic Interest: _____ _____ _____ _____	What are you hoping to study during this class? (Authors, Texts, Ideas) _____ _____ _____ _____