

**Literature & Composition / Eng 102**  
Spring 2013

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

Monday/Wednesday 3:30 – 4:45 p.m. Room D 105

Monday 6:30 – 9:15 p.m. Room D 203

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

**REQUIRED TEXTS:**

***The Bedford Introduction to Literature***, Ninth Edition, Michael Meyer

(ISBN-10: 0312539215 | ISBN-13: 978- 0312539214)

[bedfordstmartins.com/meyerlit](http://bedfordstmartins.com/meyerlit) | [bedfordstmartins.com/videolit](http://bedfordstmartins.com/videolit)

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 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 in order to 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 either only once a week or twice 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 as illness or a death in the family. Unfortunately, work conflicts are not excused, since it is impossible to accommodate individual needs. Incompletes will not be given.

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

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 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. The counseling and advising office is in Room A-119 (860) 383-5217. Contact Chris Scarborough (860) 892-5751 [cscarborough@trcc.commnet.edu](mailto:cscarborough@trcc.commnet.edu) for learning disabilities, ADD/ADHD or Autism Spectrum. Contact Matt Liscum (860) 383-5240 [mliscum@trcc.commnet.edu](mailto:mliscum@trcc.commnet.edu) for physical, sensory, medical or mental health disabilities.

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

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

Class is only cancelled for weather or other emergencies if TRCC closes and you receive an alert. In the very unlikely event that I need to cancel class for any personal reason, I will notify the class via e-mail.

## Weekly Syllabus: **Mon/Wed Dates in Bold** / (Monday Evening Dates in Parenthesis)

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Week 1  
**1/28 & 1/30**  
(1/28)

Introduction and Organization: Review of Texts & Syllabus

Critical Reading and Approaches - Reading Literature (Handout of Critical Approaches)  
**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. 13-15 and 52-55  
**Kate Chopin** "The Story of an Hour" p. 15

Plagiarism - <http://bcs.bedfordstmartins.com/meyerlit9e/default.asp> - 589082 599515

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

(Choose Authors for 1st Response Essay)

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*Homework Due for Wk. 2 - Read & Take Written Notes: Faulkner, Carver, Walker  
Writing: Short Responses to Rose Questions 2-9 on page 97. (typed)*

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Week 2  
**2/6 & 2/13**  
(2/4)

**William Faulkner** (1931) "A Rose for Emily" p. 91-97 (Questions 2-9)  
**Raymond Carver** (1981) "Popular Mechanics" p. 334-335  
**Daly Walker** (2000) "I Am the Grass" p. 315-328  
**Dagoberto Gilb** (1993) "Love in L.A." p. 311-313

**2/4 - No  
Afternoon  
Class Only**

Formatting – MLA Style <http://owl.english.purdue.edu/owl/resource/747/01/>  
Formulating a Thesis – p. 385 <http://owl.english.purdue.edu/owl/resource/545/01/>  
Elements of Poetry – Voice, Structure, Symbol

Writing: Sentence Skills: Modifiers (In Class)

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*Homework Due for Wk.3 – Read & Take Written Notes for Poetry  
Writing: Thesis – (First) Response Essay / Assigned Authors*

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Week 3  
**2/11**  
(2/11)

Library Resource – Research - Incorporate Sources and Avoid Plagiarism  
How to Research Author Response & Group & Semester Research Paper Sources  
**2/11 – BOTH CLASSES SHOULD REPORT TO LIBRARY CLASSROOM ON 2ND  
FLOOR OF THE LIBRARY IN BACK LEFT** (Pam Williams, Reference Librarian)

**2/20  
Afternoon  
Class Meet  
In Reg. Class**

The Research Essay – p. 2099 - 2116  
Create a Works Cited Page  
<http://owl.english.purdue.edu/owl/resource/747/12/>  
<http://owl.english.purdue.edu/owl/resource/747/05/>

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*Homework Due for Wk. 4 – Writing: Written Responses to Whitman & Roethke (typed)  
Writing: Thesis/Works Cited/Draft – (First) Response Essay / Assigned Authors*

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**2/18 (2/18)** -----*President's Day – No Classes*-----  
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Week 4  
**2/25 & 2/27**  
(2/25) **William Shakespeare** (1609) "Like as the waves make towards the pebbled shore" <http://www.poetryfoundation.org/poem/174362>  
**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. 1058  
**Theodore Roethke** (1948) "My Papa's Waltz" p.967 – (*Questions 1-3*)  
**Marge Piercy** (1999) "Barbie Doll" <http://www.poemhunter.com/poem/barbie-doll/>

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Homework Due for Week 5 – Read & Take Written Notes for "Trifles"  
Writing: Finished **(FIRST) RESPONSE ESSAY / ASSIGNED AUTHORS**  
**- Including Works Cited Page / Due by e-mail no later than Noon 3/4**  
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Week 5  
**3/4 & 3/6**  
(3/4) Drama: **Susan Glaspell** (1916) "Trifles" p. 1366 - 1375  
*Trifles Collaborative Exercise in Class*  
  
Elements of Drama – Character, Plot & Structure, Setting, Style & Theme  
Organize Groups (SECOND) CRITICAL ESSAY/ GROUP TOPICS & ORAL PRESENTATION – Decide on General Topics (In Class)

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Homework for Week 6 – Review Notes and Assigned Reading for Mid-Term  
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Week 6  
**(3/11) 3/11 & 3/13** **Mid-Term Exam - Textbook and notes only - No online or outside sources**

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Homework for Wk. 7 – Read & Take Written Notes – "Oedipus the King" p. 1422 - 1464  
Research **(SECOND) CRITICAL ESSAY/ GROUP TOPICS & ORAL PRESENTATION –**  
Writing: Reading Notes Should Reflect Individual Group Topics  
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**3/18 & 3/20 (3/18)** -----*Spring Break – No Classes*-----  
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Week 7  
**(4/25) 4/25 & 4/27** Drama: **Sophocles** "Oedipus the King" p. 1422 - 1464

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*Homework for Wk. 8 – Re-Read Oedipus*  
Writing: Draft **(SECOND) CRITICAL ESSAY/ GROUP TOPICS & ORAL PRESENTATION – 1<sup>st</sup> Draft Due in class 4/1**  
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Week 8  
**(4/1) 4/1 & 4/3** Novel: **Sophocles** "Oedipus the King" p. 1422 - 1464  
Peer Reviews

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*Homework for Wk. 9 – Rewrite & Proofread (SECOND) CRITICAL ESSAY*  
Writing: Merge Final Drafts of Group Papers / Practice Oral Presentations  
**(SECOND) CRITICAL ESSAY/ GROUP TOPICS & ORAL PRESENTATION**  
**Papers Due 4/8 – Hand in Paper Copies in class. No e-mail needed.**  
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Week 9  
**(4/8) 4/8 & 4/10** **Oral Presentations to Class (Hand in Folders with Final Papers)**  
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*Homework for Wk. 10 – Read & Take Written Notes “The Birthmark” p.420 – 431 and “The Cask of Amontillado” p. 727-731*  
*Writing: Hawthorne Questions 1-11 (typed)*  
*Construct (3) possible thesis statements for Semester Paper*

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Week 10  
**4/15 & 4/17**  
(4/15)      **Edgar Allen Poe** (1844) “The Cask of Amontillado” p. 727- 731  
**Nathaniel Hawthorne** (1943) “The Birthmark” Act 1 p.420 – 431 (Questions 1-11)  
*Review Thesis Statements in Class*

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*Homework for Wk. 11 – Read & Take Written Notes: Updike*  
*Writing: Thesis Statement & Works Cited for **(THIRD) CRITICAL ESSAY***

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Week 11  
**4/22 & 4/24**  
(4/22)      **John Updike** (1961) “A&P” p. 733-738  
*Review Thesis Statements & Works Cited in Class*

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*Homework for Wk. 12 – Read & Take Written Notes: Eliot*  
*Writing: First Draft **(THIRD) CRITICAL ESSAY / SEMESTER PAPER (Bring 2 Paper Copies to Class)***

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Week 12  
**4/29 & 5/1**  
(4/29)      **T.S. Eliot** (1917) “The Love Song of J. Alfred Prufrock” p.1216 -1220  
**Siedah Garrett** (1987) “Man in the Mirror” - Handout  
*Peer Reviews – In Class – Have 2 Paper Copies of Critical Essay Draft*

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*Homework for Week 13 – Read & Take Written Notes: Poets*  
*Writing: **Finish (THIRD) CRITICAL ESSAY / SEMESTER PAPER***  
*– Due by Noon via e-mail on 5/6 (also a paper copy in class)*  
*- NO LATE PAPERS ACCEPTED*

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Week 13  
**5/6 & 5/8**  
(5/6)      **Robert Frost** (1915-1923) “The Road Not Taken” p. 1095 / “Stopping by Woods on a Snowy Evening” p. 1112 / “Home Burial” p. 1102  
**William Carlos Williams** (1923) “The Red Wheelbarrow” p. 1009  
**Linda Pastan** (1932) “Marks” p. 883  
**Dylan Thomas** (1952) “Do Not Go Gentle into That Good Night” p. 981  
**Maya Angelou** (1975) “Still I Rise” <http://www.poemhunter.com/poem/still-i-rise/>  
**Langston Hughes** (1951) “Harlem” p. 1148  
**Leslie Marmon Silko** (1970) “Love Poem” p. 1276

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*Homework for Wk. 14 - Select a Poem to Share with Class – song lyrics are also poetry and can be chosen for this assignment.*

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Week 14  
**5/13 & 5/15**  
(5/13)      Poetry Selections from Students  
Review for Final

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*Homework for Wk. 15 - Review for Final Exam*

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Week 15  
**5/20 (5/20)**      **Final Exam – TBD whether it will be e-mail or in-class. Date May Change.**  
**Norton text and notes only - No online sources.**

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Note to Both Classes - 5/22 – Make-up Session if Needed

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**Literature & Composition / Eng 102**  
Fall 2012

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Monday/Wednesday 3:30 – 4:45 p.m. Room D 105

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

**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.

**ATTENDANCE AND CLASS PARTICIPATION - (10%) - Weekly**

Attendance is taken at the beginning and end of each class, and being absent at the beginning or end of class counts as an absence. Excused absences are documented illness or death in the family. One letter grade (half grade for twice a week class) is deducted from your attendance/participation grade for missed classes and/or homework – 3 missed classes will result in a failing grade.

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**HOMEWORK, ATTENDANCE AND CLASS PARTICIPATION - (10%) – Weekly**

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. In-class quizzes will occur to reinforce reading and determine proficiency of in class concepts gathered from note taking and discussion. Please put your name on all homework and put it in the class folder.

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**(FIRST) RESPONSE ESSAY / ASSIGNED AUTHORS - (20%) – Due via e-mail by Noon on 3/4**

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 **5-page** paper that will focus on expanding a critical concept that we've discussed in class. You may also choose to compare/contrast some literary element of two or more of the readings.

Each student will choose either a poem or short story, highlighting various authors from the text and their accomplishments and philosophy of that author. This 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 critical analysis of their work. Prepare a synopsis of the paper to present to the class on the date assigned to each student.

All reference sources for this paper should be cited on a "Works Cited" page at the end of the paper.

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

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**MID-SEMESTER EXAM - (15%) - (3/11) 3/11 & 3/13**

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.

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**(SECOND) CRITICAL ESSAY/ GROUP TOPICS & ORAL PRESENTATION - (15%)**

- Final Papers Due in class 4/8 - **Paper Copy Only – No e-mail Version Needed**
- Oral Presentations (4/8) 4/8 & 4/10

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 **7 pages per student** in the group.

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**(THIRD) CRITICAL ESSAY / SEMESTER PAPER – (20%)**

- Due by Noon via e-mail on 5/6 - **Please also bring a paper copy of semester paper to class 5/6**

**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. **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 - 5/20 (5/20)** (Note: May Change is Make-Up Days are Needed)

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.

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**E-MAIL TITLES: LASTNAME\_FIRSTINITIAL (Rametta\_J)**

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**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 3 PAPERS MUST BE SUBMITTED IN ORDER TO PASS THE CLASS.**



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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) _____ _____ _____ _____