

ENG 102: Literature and Composition

Instructor: Katherine Kalagher

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Office Hours: By appointment (I am typically on campus an hour before class in the adjunct offices in D-Wing. You can schedule an appointment with me during class or by email before class.)

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.

REQUIRED TEXTS

The Bedford Introduction to Literature. Ninth edition. Ed. Michael Meyer.

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.

Course Policies

- Attendance. It is essential that you attend every class session. We cover a great deal of material during each class session so it is essential that you come to every class.
- Cell Phone use in class is not allowed.
- Late Papers/Assignments. All papers are due on the date assigned, regardless of attendance. If you do not come to class, you are still responsible for sending your paper/assignment to me. I will only accept hard copies of papers; you may only send it electronically if you are absent or with my permission.

MyCommNet

- 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. This link should be shared with students.

http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html

Disability Statement

- 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.

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

**If you have a disability, please contact me the first week of class. All efforts will be made for you to access your accommodations as needed throughout the duration of the course.

Grading Policies

- **Attendance/Participation: 15%** (Students must be present, both in mind and body throughout the semester, participate in group activities and whole group discussion, and actively contributing to peer review sessions. This 15% also reflects all in-class writing activities.)
- **Journals/Homework: 10%** (Journals are 1-2 page responses to the reading.)
- **Group Project: 5%** (Students will work in small groups to lead a class discussion on a poem, short story, or play.)
- **Exams: 10%** (Midterm exam and take-home exam.)
- **Papers: 60%** (Students will write three formal papers this semester.)

The Papers

Paper #1 *Close Reading of a Short Story (5 pages)* Your final grade will reflect the quality of the final product, although your grade will be negatively affected if you fail to participate in peer review or turn in assigned drafts.

Paper #2 *Critical Analysis of a Poem (6-7 pages)* Your final grade will reflect the quality of the final product, although your grade will be negatively affected if you fail to participate in peer review or turn in assigned drafts.

Paper #3 *Critical Analysis of a Play, Short Story, or Poem of your choice, with instructor approval (7-8 pages)* Your final grade will reflect the quality of the final product,

although your grade will be negatively affected if you fail to participate in peer review or turn in assigned drafts.

****NOTE**** We will practice close reading and critical analysis in class, so please remember that your participation in each class session will help prepare you to write your formal papers. Additionally, homework assignments and journal writing will strengthen both your writing and your critical thinking skills. Success in English 102 is dependent upon being present with your mind and body in all activities and assignments.

Course Philosophy

Why study literature? First and foremost, it can be enjoyable. I hope that throughout this semester you will be introduced to a variety of literary works that you will truly enjoy reading. Second, literature can present the human experience to us in new ways, and can make us think more critically about life, existence, social or political issues, issues of gender or sexual identity, and so much more. Through literature, we will explore *life* and my hope is that you will learn more about yourself and the world by the end of this class. Additionally, the skills you will learn and fine-tune throughout the course will be useful in your future academic courses, from learning how to perform a close reading of a text in isolation to learning how to analyze a literary work in context. The goal of this course is to help you to become a critical reader, writer, and thinker—all of which are essential life skills that will benefit you far beyond the classroom.

If literature isn't everything, it's not worth a single hour of someone's trouble.

-Jean-Paul Sartre

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| <p>Week One January 25th</p> | <p>Introduction & Welcome Syllabus Review Poem Activity Homework: Read p.1-7, 13-29 in text Read "A Rose for Emily" p.91 Journal Response: Answer Questions 1-3 on page 97 (typed, 1-2 pages)</p> |
| <p>Week Two February 1st</p> | <p>Lecture: Literary Analysis Focus: 1. Plot 2. Types of Characters & Character Development Discussion of Homework Reading Class Group Activity Homework: Read p. 52-57, 121-126 in text Read "Fiesta" p.171 Journal Response: Write a 1-2 page character analysis</p> |
| <p>Week Three February 8th</p> | <p>Lecture: Literature Analysis Focus: Setting Discussion of Homework Reading Creative Writing Activity: Neighborhoods Homework: Read "Soldier's Home" p. 187 Read "Anthropology" p. 193 Journal Response: Write a 1-2 page on "Soldier's Home" using Question 1, 2, and/or 11 on page 192 Take Notes on "Anthropology" (use questions on p.201 as a guide) for class discussion</p> |

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| <p style="text-align: center;">Week Four February 15th</p> | <p>Lecture: Literature Analysis Focus: Point of View</p> <p>Discussion of Readings</p> <p>Handout: Paper#1</p> <p>Workshop: Close reading, Brainstorming, organizing ideas</p> <hr/> <p>Homework: Write first draft of Paper#1 (bring outline and 2 copies of draft to class for peer review)</p> <p>Review: 2065-2093 (on writing about literature)</p> <p>Read: “The Lady With the Pet Dog” by Chekhov p.223 & “The Lady With the Pet Dog” by Oates p.237 **Take notes on stories for in-class activity next week and a potential short quiz**</p> |
| <p style="text-align: center;">Week Five February 22nd</p> <p style="text-align: center;">**DRAFT PAPER #1 DUE**</p> | <p>Lecture: Literature Analysis</p> <ol style="list-style-type: none"> 1. Symbolism 2. Theme 3. Style, Tone, Irony <p>Class Activity: Compare/Contrast POV in Chekhov’s and Oates’s “The Lady With the Pet Dog”</p> <p>Workshop: Peer Review</p> <hr/> <p>Homework: Complete Final Draft of Paper#1</p> <p>Read: “The Parking Knife” p.292 “Lust” p. 339 **Take notes on stories for in-class discussion and a potential short quiz**</p> <p>Browse through the poems in the textbook. Choose one you enjoy and write 1-2 paragraphs describing why you enjoyed it.</p> |

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| <p style="text-align: center;">Week Six</p> <p style="text-align: center;">March 1st</p> <p>**FINAL COPY PAPER #1 DUE**</p> | <p>Lecture: Introduction to Poetry</p> <p>Class Activity & Discussion: Analyzing a poem “Introduction to Poetry” p. 764 by Billy Collins</p> <p>Lecture: Context</p> <p>Class Activity: Putting a poem in context</p> |
| | <p>Homework: Read p.743-747</p> <p>p.755 “The Fish” by Elizabeth Bishop</p> <p>p.757 “A Study of Reading Habits” by Philip Larkin</p> <p>p.759 “l(a)” by e.e. cummings</p> <p>p.761 “Nighttime Fries” by Regina Barreca</p> <p>Journal Response: Choose one of the poems and conduct some preliminary research into the author. Write 1-2 pages on 1. How/if knowing more about the author’s life contributes to your understanding of the poem. 2. What poetic devices contribute to your understanding of the poem? (diction, rhyme/rhythm, imagery, symbolism, etc.)</p> |
| <p style="text-align: center;">Week Seven</p> <p style="text-align: center;">March 8th</p> | <p>Discussion of Poem Readings</p> <p>Midterm Exam (1.5 hours)</p> <p>Peruse the textbook and locate another poem you enjoy, as well as one you dislike.</p> <p>Journal Response: Write 1-2 pages analyzing the poem you did NOT like and why.</p> <p>Paragraph Response: Write a brief paragraph about why you liked the other poem (be prepared to share in class)</p> |

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| <p>Week Eight March 15th</p> | <p>Lecture: Poetic Techniques</p> <ol style="list-style-type: none"> 1. Word Choice, Order, Tone 2. Imagery 3. Figure of Speech <p>Discussion of Readings</p> <p>Class Activity: Examining Language in a Poem</p> <p>Handout: Paper #2</p> <p>Workshop: Close reading, Brainstorming, organizing ideas</p> <hr/> <p>Annotated Bibliography: Complete an annotated bibliography (instructions to be handed out in class) of TWO sources you will use for Paper #2</p> <p>Homework: Complete First Draft of Paper #2</p> <p>Take Home Exam: This will consist of two short answer questions</p> |
| <p>Week Nine/Ten March 22nd/29th</p> | <p>No Class, Spring Break on the 22nd</p> <p>(I will be available by email/text over most of this long break if you have questions/concerns with your paper. The only days I will be unavailable are March 21-24, when I will be in Oregon, at the NEA Higher Ed conference. I will attempt to check email and respond while away, but cannot guarantee a swift response over these four days.)</p> <p>No Class, Spring Recess on the 29th</p> |
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| <p style="text-align: center;">Week Eleven</p> <p style="text-align: center;">April 5th</p> <p style="text-align: center;">**DRAFT PAPER #2 DUE**</p> | <p>Workshop: Peer Review Paper #2</p> <p>Class Activity: Deconstructing a Poem Practice</p> <hr/> <p>Homework: Complete Final Copy of Paper#2</p> <p>Read: “A Good Man is Hard to Find” p. 449</p> <p>**Take notes on story for in-class discussion and a potential short quiz**</p> |
| <p style="text-align: center;">Week Twelve</p> <p style="text-align: center;">April 12th</p> <p style="text-align: center;">**FINAL COPY PAPER #2 DUE**</p> | <p>2/3 Semester Review: Fiction & Poetry</p> <p>Class Activity: Group exercises</p> <p>Discussion of Readings</p> <hr/> <p>Homework: the study of drama!</p> <p>Read: p. 1363-1365, p. 1381-1384 p. 1393-1395 p. 1407-1409</p> <p>Read: “Trifles” 1366</p> <p>Journal Response: Write a 1-2 page response to this play.</p> |
| <p style="text-align: center;">Week Thirteen</p> <p style="text-align: center;">April 19th</p> | <p>Lecture: Introduction to Drama</p> <p>Discussion of “Trifles”</p> <p>Play Reading Activity</p> <p>Handout: Paper#3</p> <hr/> <p>Homework: Choose short story/poem for final paper from approved list. Write a 1-2 page journal response on why you chose that particular literary work, what interests you most, what you need to find out to learn more.</p> <p>Read: <i>A Doll's House</i> by Ibsen, p 1709</p> |

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| <p style="text-align: center;">Week Fourteen April 26th</p> | <p>Research Workshop: Library Visit Brainstorming/Writing Workshop Discussion of <i>A Doll's House</i></p> <hr/> <p>Homework: Complete an outline for Paper#3, write first draft</p> |
| <p style="text-align: center;">Week Fifteen May 3rd</p> <p style="text-align: center;">**Individual Meetings Today**</p> <p style="text-align: center;">**Draft Paper #3 Due**</p> | <p>Please bring your outline and draft of Paper#3 to your assigned meeting time.</p> |
| <p style="text-align: center;">Week Sixteen May 10th</p> <p style="text-align: center;">**Second Draft Paper #3 Due**</p> | <p>Lecture/Activity: To Be Determined</p> <p>Workshop: Peer Review</p> |
| <p style="text-align: center;">Week Seventeen May 17th</p> <p style="text-align: center;">**Final Copy Paper#3 Due**</p> | <p>Semester Review</p> <p>Final Jeopardy "Exam"</p> |