

Three Rivers Community College

English K102-T10: CRN 10781: Literature & Composition: Spring 2012

Instructor: Karyn Eves

Class Meets: Monday 6:30-9:15

Office: Adjunct Office D205 E

Class Location: E227

Office Hours: After class & by appointment

Mailbox Location: D 207

Email: *\*best way to reach me\** [eveska@easternct.edu](mailto:eveska@easternct.edu)

---

**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.

**Required Text:**

Charters, Ann and Samuel Charters. *Literature and Its Writers: A Compact Introduction to Fiction, Poetry and Drama* **5<sup>th</sup> Edition**. ISBN 0312556411 or 978-0312556419

**Assignments:**

Quizzes	10%
Reading Responses	5%
Participation	5%
Fiction Essay	20%
Poetry Essay	20%
Drama Essay	20%
Midterm Exam	10%
Final Exam	10%

**Quizzes:**

There will be weekly reading quizzes to gauge your understanding of the materials for that week. These quizzes will be nit-picky, asking specific names and details. If you are absent **YOU MUST CONTACT ME** to make up the missed quiz before the next week's class.

**Reading Responses:**

Each week you should write *and print out to hand in* a 1-2 page reading response where you discuss what stood out in the reading for that week. **If you are absent the paper is STILL DUE; email your paper to me within 48 hours of the class meeting.**

**Participation:**

Each week I will note everyone's involvement in the course in my grade book. This grade includes peer reviewing. Do not panic if you are not able to speak or not comfortable speaking in class. Each week the discussion will be continued on blackboard. Everyone will be expected to join the discussion(s) each week **before** Friday at midnight.

**Essay Breakdown:**

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

The Fiction Essay (#1) will be 5-7 pages in length (1250-1750 words); The Poetry and Drama Essays (#2 & #3) will be 6-8 pages (1500-2000 words) each. 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 paraphrases, 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.

### **Exams:**

You will have a midterm as well as a cumulative final exam. They will be a mixture of multiple choice, short answer and identification questions. The week before each exam will include review on the content of the exam.

### **Make-up Examinations**

If for some reason, you miss an in-class exam, you must take the exam before the next class meeting. Makeup exams must be scheduled through the Testing Center. Once you have an appointment, I will drop off the exam for you. Please email me immediately if for some reason, the scheduling at the Testing Center proves impossible.

There will be NO exceptions to this policy.

### **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.

### **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.

**Students with Disabilities:**

Any student with a hidden or visible disability which may require classroom modification should see me during the first week of class so that an appropriate plan to meet your needs may be arranged.

**Email Communications:**

I encourage you to communicate with me via email; however, please be mindful that any email communication with me should be regarded as a formal communication, and thus, emails that do not follow standard written English conventions will be neither read nor replied to.

**Email Submissions:**

I expect you to come to class with a hard copy of your assignments; however, it is vital that any work submitted via email be saved in Word. Whatever word processing program you are using, please save the document in html format so that I can open the attachment. I cannot open WordPad and some other formats. I will consider essays sent in these formats as late.

**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

TV Channel 30 – WVIT NBC Connecticut News 30

TV Channel 8 – WTNH

WTIC/WRCH/WZMX Radio – Hartford

WICH/WCTY/WNLC/WKNL Radio – Norwich/New London

WSUB/Q105 Radio – Groton/New London

WINY Radio – Putnam

WADK Radio – Westerly

WILI Radio – Willimantic

WDRC Radio – Hartford

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

**The myCommnet Alert Notification System** will also be used to deliver important information to students, faculty, and staff regarding weather-related class cancellations. The system delivers both email messages, and text messages over cellular phones to those individuals who are registered. To register, log on to your myCommnet account at <http://my.commnet.edu/> and follow the link to myCommnet Alert.

**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.

**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:

1/23: Introduction to the class and Schools of Criticism

Read and annotate pages 1-33

1/30: Introduction to Fiction and Databases

Read and annotate pages 212-222, 615-616, 680-682, 351-378, and 615-621

2/6: *Young Goodman Brown* & *Bartleby the Scrivener*

Read and annotate pages 145-152, 594-596, 465-485, and 678-692

2/13: *A Rose for Emily*, *The Cask of Amontillado*, & *The Fall of the House of Usher*

2/20: NO CLASS: Research Day!

2/27: Workshop, Revise and Submit

3/5: Take back draft & Review

3/12: Fiction Essay DUE & Midterm Exam

3/19: NO CLASS: SPRING BREAK

Read and annotate pages 697-825

**NOT** 716-718, 742-747, 751-756, 773-776, or 797-801

3/26: Introduction to Poetry

Read and annotate pages 919-921, 932-942, and 1079-1096

4/2: Anne Bradstreet and Emily Dickinson

Read and annotate pages 955-966, 1096-1107, 1023-1029, and 1075-1078

4/9: Robert Frost and Henry Wordsworth

4/16: Workshop, Revise & Poetry Paper DUE

Read and annotate pages 1117-1151, 1568-1574

4/23: Introduction to Drama

Read and annotate pages 1307-1372, 1591, 1613-1618, and 1598-1604

4/30: *Trifles* & *A Doll House*

Read and annotate pages 1421-1491, 1591-1597, and 1608-1611

5/7: *Death of a Salesman* & Review

5/14: Drama Paper DUE and FINAL EXAM