

ENG 102: Literature and Composition
Three Rivers Community College
Syllabus
Spring 2012
Monday 6:30-9:15 p.m., D122

Instructor: Todd Barry

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Office Hours: Monday 5:30-6:30 p.m. by appointment.

Office Location: Adjunct Office Space, D-205E

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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.

REQUIRED TEXTS

The Compact Bedford Introduction to Literature. 9th ed. Michael Meyer.

Recommended Text

A college writing handbook that includes MLA citation rules.

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.

ASSIGNMENTS

Essays

You will be asked to write three formal essays on topics generated from your reading and class discussions. Essay #1 will be 4-6 pages in length; Essay #2 will be 5-7 pages; Essay #3 will be 6-8 pages.

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.

Only those students who hand in the completed essay on time and receive a grade below C will have the option to revise the paper; however, all such re-writes must first be discussed with me. I will only count the re-write grade.

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 ONE WEEK PAST THE DUE DATE BUT WILL BE DOWNGRADED ONE FULL LETTER GRADE. LATE ESSAYS MAY NOT BE REVISED.

In-class Assignments / Reading Responses

In addition to formal essays, we will be doing both in and out of class writing assignments. If you have not done the reading, you will not be able to successfully complete these assignments which will include quizzes, summaries, short essays, etc.

Class Participation

Constructive participation in both discussion and writers' workshop is expected; therefore, it is important that you come to class ready to discuss the reading and writing assignments. If you are

not prepared, you will find it difficult to participate in class conversations and your work will reflect your lack of engagement.

FINAL GRADES

Essay #1	15%
Essay #2	20%
Essay #3	20%
Midterm	10%
Final	10%
Explication Project	10%
Participation (class discussion, homework, in-class writing, quizzes)	15%

COURSE POLICY

Attendance

Attendance is a requirement. More than two absences will have a negative effect on your grade: I will deduct 10 points from your participation grade for every additional absence. If you miss class, it is up to you to find out what you have missed and make up the work in whatever way you can.

Classroom Decorum

If you are late, leave class early, or allow your cell phone to ring, you are being disruptive. I expect you to come to class on time with all the necessary texts and remain in the classroom for the entire period. Disruptive or inappropriate classroom behavior will have a negative effect on your grade.

Withdrawal Dates

Students may officially withdraw at the Registrar's Office up until May 7. Any student who stops attending class, but does not officially withdraw, will receive a grade of F for the course. However, withdrawal grades may have a negative impact on financial aid and academic progress. Please see an advisor before you withdraw.

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 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 Communication

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 follow standard written English conventions. Please give me 24 hours to respond to an email; I may not respond during evenings, weekends, and holidays.

Class Cancellation

If the College is closed for any reason, we will obviously have no class. If I am sick or am unable to attend, I will post a notice to the Blackboard site for the class as soon as possible.

Reading Schedule

Readings are to be completed for the day listed.

***NOTE: You are never responsible for writing out responses to the questions at the end of assigned readings in the textbook.

Mon. Jan. 23	Introductions. Kafka, "An Imperial Message." Discussion of academic writing and literature.
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FICTION

Mon. Jan. 30	Readings: Arguing About Literature (pp 1601-1604) Symbolism (227-230); Theme (250-253); Style, Tone, and Irony (271-275) Godwin, "A Sorrowful Woman" (pp 39-44) Meinke, "The Cranes" (487-489)
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Hemingway, "Soldier's Home" (162-170)
 O'Brien, "How to Tell a True War Story" (287-297)

Discussion of thesis statements, plagiarism, introductions/conclusions,
 topic sentences, MLA citation, use of evidence.

Mon. Feb. 6 Readings: Faulkner, "A Rose for Emily" (83-92)
 Mansfield, "Miss Brill" (262-266)
 Moody, "Boys" (297-301)
 Oates, "Hi Howya Doin" (470-472)

Sign up for Optional Conferences with Instructor on Feb. 13

Mon. Feb. 13 Writing Workshop. Bring hard copy of your essay for peer and Instructor review. Fill out 5 Peer Review sheets. Optional Conferences with Instructor.

Mon. Feb. 20 NO CLASS

DRAMA

Mon. Feb. 27 **Essay #1 Due (4-6 pages)**
 Miller, *Death of a Salesman* (1400-1466)

Mon. Mar. 5 Wilson, *Fences* (1516-1566)
 Review of sample papers

Mon. Mar. 12 **Midterm Exam**
 Shanley, *Doubt: A Parable* (1466-1497)

Mon. Mar. 19 SPRING BREAK

Mon. Mar. 26 Writing Workshop. Small Group and Individual Conferences.

POETRY

Mon. April 2 **Essay #2 Due (5-7 pages).**
 Readings: Collins, "Introduction to Poetry" (570); Machan, "Hazel Tells LaVerne" (608); Herrick, "To the Virgins, to Make Much of Time" (612); Marvell, "To His Coy Mistress" (613-614); Dickinson, "I heard a Fly buzz—when I died" (843-844); Lomas, "The Fly's Poem about Emily" (626-27); Rogoff, "Death's Theater" (663); Pastan, "Marks" (676); Weigl, "Snowy Egret" (701); Frost, "After Apple-Picking" (881)

Mon. April 9	Readings: Ch. 20, "Writing about Poetry" (591-599); Eliot, "The Love Song of J. Alfred Prufrock" (1039-1043)' Chast, "Love Song of J. Alfred Crew" (574) Library Research Orientation
Mon. April 16	Review of sample student papers Exercise on paraphrase and summary
Mon. April 23	Group Presentations on Poems
Mon.. April 30	Explication due. Explication presentations.
Mon. May 7	Writing Workshop. Conferences.
Mon. May 14	Final Exam Essay #3 Due (6-8 pages)