

ENG 102: Literature and Composition

TR 9:30-10:45am Room E223; TR 2:30-3:45pm Room D206

Instructor: Susan M. Topping

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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 TEXT

*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.

**ASSIGNMENTS**

Essays

You will be asked to write three formal essays on topics generated from your reading and class discussions. Essay #1 will be 5-7 pages in length (1250-1750 words); Essays #2 and 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 during office hours.

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.

### **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.

### **Other Assignments**

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 may include quizzes, summaries, short essays etc. Although these will receive a check minus, check or check plus grade at the time of completion, I may collect them during the semester to grade them in their entirety. Thus you are responsible for keeping all of your in-class assignments in a folder. In addition to the in-class writing assignments, you will also be responsible for completing reading responses at various times throughout the semester which ask you to reflect upon the assigned readings by writing a response that will be at least two typed pages in length (minimum 500 words) and use MLA form. Although these responses may be fairly informal, I expect you to seriously engage in the ideas and issues the texts present. In addition to finding your own topics, I will at times provide you with a question or ask you to respond to the questions asked after each selection in our text. Because your responses will be used in class to generate ideas about the issues we are exploring, it is essential that they are completed on time. In addition, you are responsible for keeping copies of ALL of your work in a folder which may be handed in for grade during the semester. Although I expect you to type up the in-class assignments for your folder if I require its submission, you will hand in both hand written and typed versions; however, no revisions, late work or other amendments are allowed. If I see evidence of manipulation (and this includes correcting technical errors!) from the in-class version to the typed version, the entire folder will receive a zero.

### **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	20%
Essay #2	20%
Essay #3	25%
In-class work and Reading Responses (including participation)	5%
In-class exams	10% each

If I decide that the reading is not being done, I reserve the right to give pop quizzes and will adjust the grade percentages accordingly. All major assignments **MUST** be completed in order to receive a final grade for this course.

## **COURSE POLICY**

### **Attendance**

Attendance is a requirement. Absences will have a negative effect on your grade. 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. In addition, 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.

### **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 affect on your grade.

### **Withdrawal Dates**

Students may officially withdraw at the Registrar's Office up until May 7<sup>th</sup>. 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 hidden or visible documented 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.

## **MESSAGES AND CONFERENCES**

If you need to reach me, please call my office phone or email me at [stopping@trcc.commnet.edu](mailto:stopping@trcc.commnet.edu) I am also available during office hours and look forward to meeting with you to discuss your work. If my office hours are not convenient for you, please make an appointment to see me at another time.

## **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; emails that do not follow standard written English conventions will be neither read nor replied to.

## **EMAIL SUBMISSIONS**

I do **NOT** accept email submissions, and I do require that you to come to class with a hard copy of your assignments. However, if for some previously approved reason, I have

agreed to accept an email submission, 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 can not open WordPad and some other formats. I will consider essays sent in these formats as late.

## ENG 102 TENTATIVE SCHEDULE OF ASSIGNMENTS

Reading assignments are from *The Bedford Introduction to Literature* unless otherwise noted.

### WEEK 1.

R 1/19 Introduction

### WEEK 2

T 1/24 Reading Due: Introduction (1-7); "From Reading to Writing" (52-8);

"A Story of an Hour" (15-6); "Popular Mechanics" (334).

Reading Response: How does the setting impact our understanding of one of today's assigned readings?

R 1/26 Discussion cont.

### WEEK 3

T 1/31 Reading Due: Chapter 17 "Remarkably Short Stories" (608-27).

Writing Due: Reading Response: Answer ONE of the questions after ONE of the "short shorts" from the "Remarkably Short Stories" section.

R 2/2 NO CLASSES

### WEEK 4

T 2/7 Reading Due: "Soldier's Home" (187); "How to Tell a True War Story" (346);

"Killings"(103); "A Rose for Emily" (91); "Boys" (174)

Writing Due: Reading Response Reading Response: Explain the reasons for why one character does or doesn't act in one of the stories from today's reading.

R 2/9 Discussion cont

### WEEK 5

T 2/14 Reading Due: "The Happy Memories Club" (588); "Anthropology" (193);

"Everyday Use" ( ); "Summer" (381); "Lust" (339).

Reading Response: How does race, class, or gender contribute to our understanding of one of the characters in one of the stories from today's reading?

R 2/16 Reading Due: Critical Strategies for Reading and Reading and the Writing Process (2041-69) "The Birthmark" (420) "Perspectives" (434-41).

### WEEK 6

T 2/21 Discussion cont.

R 2/23 Writing Due: "As-good-as-it-gets" draft Essay #1 Due

Peer Review: Please bring 3 copies of your essay to class.

### WEEK 7

T 2/28 Writing Workshop

R 3/1 IN-CLASS EXAM

### WEEK 8

T 3/6 Reading Due: read for 30 minutes in the poetry section and come to class with the author, title, page # of two poems.

R 3/8 Writing Due: Final Draft Essay #1 (including draft with my comments, peer reviews, postwrites, revised essay).

### WEEK 9

T 3/13 Poetry cont.

R 3/15 Poetry cont.

WEEK 10

NO CLASSES

WEEK 11

T 3/27 EXAM

R 3/29 Writing Due: "As-good-as-it-gets" draft Essay #2

Peer Review: Please bring 3 copies of your essay to class.

WEEK 12

T 4/3

R 4/5 Writing Due: Final Draft Essay #2 (including postwrites, peer reviews, and "As-good-as-it-gets" draft).

WEEK 13

T 4/10 Reading Due: Assignment Due: Read "Reading Drama Responsively" (1363-1380)

R 4/12 Reading Due: "A Study of Sophocles" (1418-1422); *Antigone* (1469-1518).

WEEK 14

T 4/17 Discussion cont.

R 4/19 Reading Due: "Reprimand" (1785); *Real Women Have Curves* (1831)

WEEK 15

T 4/24 Discussion cont.

R 4/26 Discussion cont.

WEEK 16

T 5/1: Reading Due: *Death of a Salesman* (1868)

R 5/3

WEEK 17

T 5/8 Writing Due: Essay #3

R 5/10 LAST DAY OF CLASSES

FINAL EXAM