

Three Rivers Community College  
English 102: CRN 31507: Literature & Composition: Fall 2010

Instructor: Karyn Eves  
Class Meets: Mondays, Wednesdays, and Fridays 9-9:50am  
Class Location: D206

Office: Adjunct Office D205 E Last office in the back on the right  
Office Hours: Mondays, Wednesdays, and Fridays 8-9am & 10-11am  
Email: *\*best way to reach me\** [eveska@easternct.edu](mailto:eveska@easternct.edu)  
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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.* 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:**

8 Quizzes	8%
Midterm Exam	10%
Final Essay	10%
1 <sup>st</sup> Literature Analysis	20%
2 <sup>nd</sup> Literature Analysis	20%
8 Reading Responses	32%

For more specific information regarding the nature of the assignments, please refer to the assignment sheets that I will distribute in class. **YOU ARE RESPONSIBLE FOR KEEPING THESE ASSIGNMENT SHEETS & REFERING TO THEM AS NECESSARY.**

**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.

**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.

**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.

**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)

**Class Calendar:**

August 27, 2010- Intro to class	
August 30, 2010 – Reading & Writing about Fiction <i>Story of an Hour</i> <i>Secret Sorrow</i>	p.9-38, 52-67
September 1, 2010 – Plot <i>A Rose for Emily</i>	p. 72-74, 91-102
September 3, 2010 – <i>Hapless Child</i>	p. 117-120
September 6, 2010 – Holiday –Labor Day- No Classes	
September 8, 2010 – Character <i>Bartleby the Scrivener</i>	p. 121,142-170
September 10, 2010 – Setting <i>Ind Aff</i>	p. 184-186, 202-211
September 13, 2010 –Point of View 1 <i>Chekov Pet Dog</i> READING RESPONSE 1 DUE	p. 212-217, 223-236
September 15, 2010 – Point of View 2 <i>Oates Pet Dog</i>	p. 237-249
September 17, 2010 – Perspective	p. 250-252
September 20, 2010 – Symbolism <i>The Hand</i> READING RESPONSE 2 DUE	p. 262, 274-276
September 22, 2010 – Theme <i>I Am The Grass</i>	p. 294-297, 315-328
September 24, 2010 – Literature Analysis discussion	
September 27, 2010 – Style, Tone and Irony <i>True War Story</i> READING RESPONSE 3 DUE	p. 329-333, 346-355

September 29, 2010 – <i>Carnal Knowledge</i> Topic DUE	p. 566-567, 569-583
October 1, 2010 – <i>Carnal Knowledge</i>	
October 4, 2010 – <i>Happy Memories Club</i> READING RESPONSE 4 DUE	p. 588-599
October 6, 2010 – <i>Happy Memories Club</i> 1 <sup>st</sup> draft DUE: peer review	
October 8, 2010 – <i>Story of Good Boy</i>	p. 604-607
October 11, 2010 – <i>Story of Good Boy</i> READING RESPONSE 5 DUE	
October 13, 2010 – Literature Analysis #1 due REVIEW DAY	
October 15, 2010 – Midterm Exam	
October 18, 2010 – Elements of Poetry READING RESPONSE 6 DUE	p. 739-756, 758-759, 761-763, 790-798
October 20, 2010 – Word Choice, Order & Tone	p. 799-806, 810-816
October 22, 2010 – Images	p. 837-845, 848-852, 858
October 25, 2010 – Figures of Speech READING RESPONSE 7 DUE	p. 864, 866, 868, 871, 884
October 27, 2010 – Symbol, Allegory & Irony	p. 888-895
October 29, 2010 – Sounds	p. 916-929, 932
November 1, 2010 – Patterns of Rhythm READING RESPONSE 8 DUE	p. 946-954, 961
November 3, 2010 – Poetic Forms	p. 970-971, 973, 976, 981, 983, 986-988, 989-990, 992-993, 996-998
November 5, 2010 – Open Form	p. 1000-1004, 1009, 1013, 1016, 1019

- November 8, 2010 – Writing Process p. 1028-1034  
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 READING RESPONSE 9 DUE
- November 10, 2010 – Introduction to Lit Analysis #2  
 Introduction to Frost p. 1089-1097
- November 12, 2010 – Frost p. 1098-1106
- November 15, 2010 – Frost p. 1107-1116  
 READING RESPONSE 10 DUE
- November 17, 2010 – Writing on Frost p. 1117-1128  
 1<sup>st</sup> draft to Peer
- November 19, 2010 – Case Study p. 1245-1253  
 1<sup>st</sup> draft back to author
- November 22, 2010 – Case Study p. 1254-1260  
 READING RESPONSE 11 DUE
- November 24-28, 2010 – NO CLASSES (Thanksgiving Recess)
- November 29, 2010 – Literature Analysis #2 DUE
- December 1, 2010 – Plays p. 1359-1376, 1381-1388, 1407-1410
- December 3, 2010 – *Wanda's Visit* p. 1781-1782, 1785-1800
- December 6, 2010 – *Rodeo* p. 1801-1806  
*Moby Dude*  
 READING RESPONSE 12 DUE
- December 8, 2010 – *Quiet Torrential Sound* p. 1807-1813
- December 10, 2010 – *Playwriting 101: Rooftop* p. 1814-1820
- December 13, 2010 – Review day
- December 15, 2010- Final essay in class