

Three Rivers Community College
English 102: CRN 10465: Literature & Composition: Spring 2011

Instructor: Karyn Eves
Class Meets: Tuesdays 6:30- 9:15pm
Class Location: D221

Office: Adjunct Office D205 E *Middle office on left
Office Hours: Mondays & Wednesdays 1-2pm
Email: *best way to reach me* eveska@easternct.edu
Mailbox Location: D 207

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 Texts:

Bedford Introduction to Literature: 9th Edition

Pride and Prejudice: A Longman Cultural Edition

Course Requirements:

5 Reading Responses	10%
Quizzes	10%
Formal Paper #1	20%
Midterm	10%
Formal Paper #2	20%
Formal Paper #3	20%
Final Exam	10%

Assignments

For this class you will be expected to keep up with the readings and participate in class discussions about the assigned readings. You will be held accountable for information gleaned from the readings as well as for the information I impart to you in class. This knowledge will be tested via weekly quizzes. In addition to your ability to remember what you have read, your ability to make connections and analyze what you read will be tested via reading responses.

The skills practiced in the reading responses will be expanded on in 3 larger assignments wherein you will be asked to expand and back up an analysis with approved outside sources and present your argument in a formal researched literature analysis in MLA format.

There will be a midterm exam in class on Monday March 7th and cumulative final exam on Wednesday May 18th at 2pm in our usual classroom.

As a special note: You are also responsible for logging onto Blackboard between each class meeting. Important class information will be imparted to you through this medium and in the event that in-person classes have to be suspended, teaching will continue via Blackboard. There is a possibility that part of *Pride and Prejudice* will be taught online. If you are uncomfortable with this arrangement, you will need to see me within the first 3 weeks of class to make other arrangements.

Reading Responses:

Reader response criticism is an explication of a text wherein the writer selects a theme from the work and explains its significance in the work and details the evidence from the text to prove their assessment. Below are listed 10 dates for reading responses. You must do 5 of these. They can be any 5 but their due dates will be tightly enforced. Reading responses are to be on one of the readings due the week that the response is due;

responses on any other text will not be counted. Each response must fully explore a unifying theme, include quotes from the text in question and must adhere to MLA style. You will be graded on the quality of your argument and your ability to present that argument clearly. These responses should be 2-3 pages long. If you choose to do more than 5 of these responses only the top 5 grades will be counted.

Quizzes:

There will be weekly quizzes to monitor your engagement with the assigned materials. They will be in the form of short answer mostly, although some may include multiple choice. It is your responsibility to get information that you miss by being absent. Make-ups must be completed within one week of the quiz date.

Formal Paper #1:

This paper will be 3-5 pages in length and must include information from at least ONE valid scholarly source.

Formal Paper #2:

This paper will be 4-6 pages in length and must include information from at least TWO valid scholarly sources.

Formal Paper #3:

This paper will be 5-7 pages in length and must include information from at least THREE valid scholarly sources.

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

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. This information may be obtained by accessing www.trcc.commnet.edu.

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

Characteristics	Grades			
	A (90-99)	B (80-89)	C (70-79)	D (60-69)
Thesis	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
Logic & Organization	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
Audience	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
Evidence / Details	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
Citations	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.
Control of Language	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

Tentative Class Calendar: Below are the readings slated to be discussed; consult blackboard for specific selection information.

January 25, 2011 – Intro to class, *Antigone*, formulating reading responses, Blackboard

February 1, 2011 – Library Research Day, RR1 due: *Antigone* & *Branwen*

February 8, 2011 – RR2 due: *Decameron* & *Clerk's Tale*

February 15, 2011 – RR3 due: *Everyman* & *Scottish Witch Trials*

February 22, 2011 - **Formal Paper #1** DUE : Shakespeare & Jonson

February 29, 2011 — RR4 due: Donne, Marvell and Milton

March 8, 2011 – **Midterm Exam** in class

March 15, 2011 – No Classes – Spring Recess

March 22, 2011 – Burns and Blake & London & Romantics

March 29, 2011 – **Formal Paper #2** DUE: Soldiers & *Bartleby the Scrivener*

April 5, 2011 – RR 6 due: *A Doll House* & Frost and Yeats

April 12, 2011 – RR7 due: *Trifles* & *A Rose for Emily*

April 19, 2011 – RR8 due: *Pride and Prejudice* Vol. I

April 26, 2011 – RR9 due: *Pride and Prejudice* Vol. II

May 3, 2011 – RR10 due : *Pride and Prejudice* Vol. III

May 10, 2011 – **Formal Paper #3** DUE & Review Day

May 17, 2011 – Final Exam