

Literature & Composition / Eng 102

Judith D. Rametta, B.S., M.A.
Tuesdays 5:30 – 8:15 p.m. Room E206
Thursday 6 – 8:45 p.m. Room D221
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401-219-0109

Spring 2010

Office Hours – RM D205:

I am happy to meet with students before class time on Tuesday and Thursday in my office by appointment– please e-mail or call my cell if you would like to set up a time.

COURSE GUIDELINES AND REQUIREMENTS

OBJECTIVES:

Welcome to Literature and Composition. In this course, we will read serious literature including selected works of fiction, poetry and drama, with an emphasis on how to develop an interpretation of that reading through writing. The elements of textual analysis and critical approaches to interpretation will be used to explain and support your analysis of ideas in writing and presentation. In addition, we will continue instruction in composition and you will be required to read and write frequently.

REQUIRED TEXTS:

[The Norton Introduction to Literature](#), Portable Edition, Booth, Hunter, Mays
(ISBN: 978-0-393-92856-3)

[The Kite Runner](#), Khaled Hosseini (ISBN: 13: 978-1-59-448000-3)

No substitutions of different editions, please!

ATTENDANCE, CLASS PARTICIPATION, AND GRADING:

Consistent attendance at class meetings is crucial to your success in this course. Any absence will affect your grade, since this course meets only once a week.

If there is an emergency, which requires you to be absent, please notify me immediately so that I can accommodate any makeup requirements. Otherwise being absent is your choice and it will be entirely up to you to find out what was covered.

To achieve a passing grade, you should:

- * Attend class regularly (please do not arrive late, leave early or repeatedly leave and return while class is in session)
- * Complete all reading and homework assignments on time
- * Contribute regularly to class discussions
- * Take time to think about what you have read and to prepare for class discussion and writing assignments

NO CELL PHONES SHOULD BE SEEN OR HEARD DURING CLASS

Grades will be based on all work done in the course. **If any assignments are not completed or are late, an F for that assignment will be given and your final grade will be seriously impacted unless specific arrangements are made with me.** Such arrangements will be made only because of extenuating circumstances – work schedules are not an excuse. Incompletes will not be given.

	Percent
Homework & Class Participation	15%
Author Essay	10%
First Response Essay	10%
Mid-Semester Exam	15%
Group Paper/Oral Presentation -Includes Peer Review Work	15%
Second Semester Research Essay	20%
Final Examination	15%
	100%

Teachers at the TRCC are committed to developing and actively protecting a class environment in which respect must be shown to everyone in order to facilitate and encourage the expression, testing, understanding, and creation of a variety of ideas and opinions. Rude, sarcastic, obscene, or disrespectful speech and disruptive behavior have a negative impact on everyone's learning and that person will be removed from the class. Alcohol or drug use is **NOT** permitted at any time.

MODERN LANGUAGE ASSOCIATION STYLE (MLA): When you use outside sources to write your research papers, use MLA style for documentation purposes (this includes electronic journals and the web). The required textbook has sample sections on parenthetical documentation, and instructions for a Works Cited page. Online information is available at: <http://owl.english.purdue.edu/owl/printable/557/>
http://www.trcc.commnet.edu/library/Guides/Resources/Citation_style_guides.htm

INTELLECTUAL DISHONESTY: Cheating on exams and plagiarism of another's words or ideas will result in an automatic F for the test, paper, or for the entire course. While both are serious offenses and could cause your dismissal from school, plagiarism is often unintentional. Your textbook and the TRCC website provide you with ample examples of and ways to avoid plagiarizing another's work, words, or ideas. If you have any doubts, please see me. TRCC Policy: Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others; and act at all times with honor. http://www.trcc.commnet.edu/gen_info/catalog/Academic_standards.htm#academicintegritypolicy

STUDENTS WITH LEARNING DISABILITIES: If you have a documented disability, please see me privately during the first week of class. For more information on how to obtain documentation, please contact Chris Scarborough, Learning Specialist (cscarborough@trcc.commnet.edu or 892-5751) to make an appointment. You must have documentation in order to receive accommodations beyond the usual arrangements of the class for homework and tests.

FREE WRITING TUTORIALS: The Writing Center (860) 892-5773 is available to help and is a great resource. Students can also submit papers via email: TRWritingCenter@trcc.commnet.edu

Weekly Syllabus: (Thursday Dates in Bold / Tuesday Dates in Parenthesis)

Week 1
1/21 (1/26)
Introduction and Organization: Review of Texts & Syllabus
Critical Reading - Reading Literature
Benjamin Franklin (1771) Excerpts from Autobiography - handout
Mark Twain (1895) "The Art of Authorship" and "How to Tell a Story" - handout
Michel Foucault (1970) "The Author Function" Excerpt – handout

The Story:

Taking Notes - Writing about Literature & Intro to Fiction p. 1 - 10
Elements of the Story – Structure, Genre, Voice
Ernest Hemingway – Hills Like White Elephants p. 114-117

Homework - Writing: Sentence Skills: Tense & Voice
Read & Take Written Notes for Week 2

Week 2
1/28 (2/2)
No Class 2/4
Sherman Alexie (2003) "Flight Patterns" p. 37-50
Raymond Carver (1983) "Cathedral" p. 21-32

Formatting – MLA Style p. 1161 – 1174
Formulating a Thesis – p. 1120 – 1129
Elements of Poetry – Voice, Structure, Symbol

Homework - Writing: Sentence Skills: Modifiers
Read & Take Written Notes for Week 3

Week 3
(2/9) **2/11**
William Shakespeare (1609) "Like as the waves make towards the pebbled shore" p. 516

Poetry:

Walt Whitman (1819-1892) "Song of Myself"
<http://www.daypoems.net/poems/1900.html> (1-7, 21, 24, 43, 44, 47-52)
Emily Dickinson (1830-1886) "Because I could not stop for Death" p. 577
Sylvia Plath (1961) "Morning Song" p. 460
Theodore Roethke (1948) "My Papa's Waltz" p.470
Marge Piercy (1973) "Barbie Doll" p. 416-417

Homework – First Response Paper (Submit by E-mail – Due by 2/15)

Week 4
(2/16) **2/18**
Library Resource – Research - Incorporate Sources and Avoid Plagiarism
Research & Formulate Author Paper
MEET IN LIBRARY CLASSROOM – SECOND FLOOR OF LIBRARY
Create a Works Cited Page p. 1157 – 1160 / 1173 – 1174

Homework – Author Paper Including a Works Cited Page – (Due by 2/23 – 2/25)
Read & Take Written Notes for Week 5

Week 5
(2/23) **2/25**
Sophocles (429 B.C.E.) "Oedipus the King" p. 676-715

Drama:

Elements of Drama – Character, Plot & Structure, Setting, Style & Theme

Homework – Complete Definitions on Word Bank
Read & Take Written Notes for Week 6

Week 6
(3/2) **3/4**
Novel: **The Kite Runner** – Chapters 1-13
Organize Groups for Oral Presentations – Decide on Topics

Homework - Write 1st Draft of Group Paper (1st Draft Due 3/16 – 3/18)
Read & Take Written Notes for Week 8

Week 7	-----3/9 -3 /11 Spring Recess – No Class-----
Week 8 (3/16) 3/18	Khaled Hosseini - <u>The Kite Runner</u> Chapters 14-25 Peer Reviews of 1 st Drafts – (Final Drafts Due 3/30 – 4/1) <i>Homework - Peer Review Sheets – return to classmates on 3/23-3/25 Review Notes and Readings in Preparation for Mid-Term</i>
Week 9 (3/23) 3/25	Mid-Term Exam Work with Groups to Rewrite, Edit, Proofread, Incorporate References. <i>Homework – Thesis Statement for Semester Paper Final Edits to Group Paper Read & Take Written Notes for Week 10</i>
Week 10 (3/30) 4/1	Stephen Crane (1897) “The Open Boat” p. 286-304 Susan Glaspell (1916) “Trifles” p. 653-663 Merge Final Drafts of Group Papers / Practice Oral Presentations <i>Homework – Working Outline & Bibliography for Semester Paper</i>
Week 11 (4/6) 4/8	Oral Presentations – Present to Class & Submit Final Group Papers <i>Homework – Read & Take Written Notes for Week 12 Work on Semester Paper</i>
Week 12 (4/13) 4/15	William Faulkner (1931) “A Rose for Emily” p. 356-363 Trifles <i>Homework – Read & Take Written Notes for Week 13 Finish Semester Paper (Due 4/20 – 4/22)</i>
Week 13 (4/20) 4/22	Lorraine Hansberry (1959) <u>A Raisin in the Sun</u> p. 1046-1074 (Act I) <i>Homework – Read & Take Written Notes for Week 14</i>
Week 14 (4/27) 4/29	Lorraine Hansberry (1959) <u>A Raisin in the Sun</u> p. 1074-1112 (Act II & III) Langston Hughes (1951) “Harlem” p. 592 Maya Angelou (1975) “Africa” p.571 <i>Homework – Read & Take Written Notes for Week 15 Select a Poem to Share with Class - p. 399-635</i>
Week 15 (5/4) 5/6	Poetry Selections from Students Robert Frost (1923) “The Road Not Taken” & “Stopping by Woods on a Snowy Evening” p. 584-585 Edgar Allen Poe (1844) “The Raven” p. 513-516 Homework - Review for Final Exam
Week 16 (5/11) 5/13	Final Exam
(5/18) 5/19	Make-up Days if Needed

HOMEWORK, ATTENDANCE AND CLASS PARTICIPATION - (15%) - Weekly

Attendance is taken at the beginning of each class. Homework is due in class weekly and can only be handed in late with an excused absence. Please put your name on all homework and leave it in the class folder. One letter grade is deducted for missed homework – 3 missed assignments is a failing grade.

Reading and Writing - Class discussion is important to literary study, which is largely an interpretative art. We will share analysis in order to clarify and aid in the understanding of our reading, and also to hone the skill necessary for intelligent reading and interpretation. This is a cooperative exercise in problem solving, and we all lose if you are absent or do not contribute to the process. During the semester, you will be asked to respond to or present some aspect of the assigned reading sometimes to provide us with a frame of reference for class discussion.

FIRST RESPONSE PAPER - (10%) – Due 2/15 by e-mail

Response to literature is the key to understanding and appreciating how a work relates to your own thoughts and impressions. Students will practice their writing skills, including the development of a thesis statement, by writing a **4-6-page** paper that will focus on expanding some aspect of one of your class responses. This first writing assignment should be solely from the perspective of each student using only text references and no outside sources. You may choose from any of the assigned readings from the stories and poems from Weeks 1-3. You may choose to compare/contrast some literary element of two or more of the readings.

AUTHOR PAPER – (10%) - Due by (2/23) – 2/25

Each student will choose an author from the text and prepare a written paper, highlighting the accomplishments and philosophy of that author, in relation to a work we are covering in class. This **3-4 page** paper should inform the class about the background of the author including: a brief biography, highlights of his/her major works and achievements, influence of the author (American, European, Asian, etc.) and the historical context of the time period during which the author was writing. Also, the paper should include a plot summary and short critical analysis of the work we are reading in class. Prepare a synopsis of the paper to present to the class on the date assigned to your author. All reference sources for this paper should be cited on a “Works Cited” page at the end of the paper.

MID-SEMESTER EXAM - (15%) - (3/23) 3/25

This will be a comprehensive mid-semester exam. It will be based on identifying passages from the various texts and a discussion of their relevance along with a short answer section that relates to ideas and concepts covered during the course of the first half of the semester. There will also questions relating directly to class notes and the assigned readings from the Norton text.

GROUP WRITTEN/ORAL PRESENTATION - (15%)

- **Papers Due (3/30) 4/1**
- **Oral Presentations (4/6) 4/8**

Oral Interpretation of Literature and Peer Review are integral parts of this project. In this presentation, you should consider your audience and consider that a simple reading of your paper will be insufficient. Groups will be evaluated by the class, as well as by me, so try to be creative. Presentations should incorporate audio and/or visual aids, such as power point, posters, handouts, audio clips, etc. **The presentation should be apx 15-20 minutes.** It should be well organized, concise, and comprehensive, with an introduction, a thesis, and a conclusion. And of course, it requires practice for time constraints and for clarity before you present it to the class. Remember, too much text on a slide is distracting. Add information orally to what is on your slides and make it easy for your readers to follow. At least 1 outside Sources (journal articles and books) from each person in the group should be incorporated into the presentation. A written Works Cited page and a finished written copy of the group presentation are required with a length of **2-3 pages per student** in the group.

SECOND CRITICAL ESSAY / SEMESTER WRITTEN PAPER – (20%) – Due (4/20) 4/22

This is a thesis driven paper; it should contain your perspective and argument.

Whatever author and topic you choose, you must determine a position, a thesis that is your own. That thesis may be developed in a variety of ways including; comparing/contrasting protagonists or themes from different texts, doing a critical assessment of a text that begins with your thesis and the development of your argument with textual evidence and perhaps support from other critics or an in-depth assessment of a text based on our discussions of genre, author and historical context.

Format:

1. **6-8 Pages**, typed, double-spaced, MLA documentation, 12pt. font (non script) and 1” margins.
2. You can rely on your text but at least 2 outside sources should be used and cited (journal articles and books). Secondary sources are not a substitute for your own ideas or reading of the works. Paraphrasing and summarizing are always preferable to direct quotation. If you use more than two words of a source, you must use quotation marks. **Remember, too, that in your essay all ideas, whether paraphrased, summarized, or quoted, must be documented according to MLA Style.**

FINAL EXAMINATION - (5/11) 5/13

This will be a comprehensive final exam. It will be based on identifying passages from the various texts and a discussion of their relevance along with a short answer section that relates to ideas and concepts covered during the course of the semester. There will also questions relating directly to class notes.

 I understand all the previously explained requirements and realize that by continuing in this class I am indicating my acceptance of and compliance with these guidelines.

Further, I pledge that I will not be given or will receive any unauthorized assistance in completing my assignments and I assert that the work I present in my assignments will be my own original efforts.

Name (sign) _____ Date _____

Name & Address (Print): _____ _____ _____ _____	Telephone & E-Mail: _____ _____ _____
I understand that I must check my e-mail on a regular basis (at least twice a week) and be able to send and receive some assignments for this class via e-mail. Initials _____	Note: Computers are available in the Computer lab at TRCC for students who do not have personal computers in their homes.
Degree: _____ _____	English Courses Completed: _____ _____ _____
Areas of Academic Interest: _____ _____ _____ _____	What are you hoping to study during this class? (Authors, Texts, Ideas) _____ _____ _____ _____