**ENG K102 Literature and Composition (fall 2018)**

**ONLINE**

**Instructor: Ms. Talvi Ansel**

**Instructor contact: through Messages in Blackboard**

**Syllabus**

**Important Notes: you will need to log in to the Blackboard website for this course frequently. Announcements will be posted on the main entry page, but you will also need to check the schedule and assignments notifications under *Information and Assignments*. Print a copy of this syllabus so that you will have an extra copy on hand.**

**You are responsible for checking for assignments and meeting deadlines.**

**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.

**Online Delivery**

For this course, you must have frequent access to a networked computer to successfully navigate the class. We meet here, on Blackboard: you will need to use Blackboard to submit assignments, participate in discussion, upload and download files, use attachments, complete tests, access links to websites, and send messages. If you will not be able to access our Blackboard site a few times a week for a substantial amount of time, you should not be taking this online class. A mobile devise (such as a SmartPhone) is not sufficient; you need to have access to a reliable, networked computer.

Note: To successfully participate in an online course, you need to be extremely diligent about meeting deadlines—late work will have a detrimental effect on your grade! Keep up with the work, read ahead, visit the writing center if you need help with revising essays—your active involvement is essential to taking an online course. Assignments are posted to give you a reasonable amount of time to complete the work; it is your responsibility to complete the work and have access to a computer in order to meet the deadlines.

Last semester, with the latest edition of Blackboard, we received notice that students will not be able to use Chrome version 55 to take Blackboard online tests. Use either FireFox or Internet Explorer.

**Required Texts**

*The Bedford Introduction to Literature.* 11th. edition. Ed. Michael Meyer.

This book has been ordered through the bookstore at Three Rivers Community College; feel free to order it at the bookstore of your choice—*as long as you have it in time for the first assignments, and have purchased the 11th edition.*

We will also occasionally be reading online materials & scanned materials available through Blackboard (location, websites will be announced by instructor.)

**ENG 102 Course Outcomes**

Upon successful completion of ENG 102, students should be able to:

* Identify the literary genres of poetry, fiction, and drama, and some of the forms and structures within those genres.
* Use the basic elements of formalist criticism to analyze a work of literature. These elements include such things as theme, tone, point of view, characterization, and figurative language.
* Identify and employ other critical strategies beyond formalism to analyze literature, including some of the following: psychological, feminist, new historical, cultural, Marxist, post-colonial, reader response.
* Articulate in both classroom discussion and written assignments their perspectives about both meaning and structure in a work of literature, and support their perspectives with specifics from the text.
* Provide evidence of effective writing strategies including planning, revision, proofreading, and reflection on writing choices
* Write analytical, evaluative academic essays about literature which present interpretations and support them with evidence from texts.
* Use MLA citation to document references to texts.
* Locate, evaluate, and incorporate research from valid secondary sources in their academic essays.

**Assignments**

**Final Grades**

Essay #1 20%

Essay #2 20%

Essay #3 20%

Short Assignments / Discussion forums 20%

Test 1 (midterm) 10%

Test 2 (final) 10%

**Grade Scale**

A 93-100 // A- 90-92 // B+ 87-89 // B 83-86 // B- 80-82 // C+ 77-79 // C 73-76

C- 70-72 // D+ 67-69 // D 63-66 // D- 60-62 // F 0-59

**Short Assignments / Discussion forums**

These short written assignments are designed to enrich the reading experience. Assignments will be announced in the appropriate Modules as the semester progresses. Late work will not be given credit. Discussion postings and short assignments will be assigned a point value. Written Discussions and Assignments require standard written English.

Completing the Discussions and Short Assignments will take considerable preparation and reading before you are ready to post your answers online. Be sure to look ahead on the schedule and give yourself several days in advance of the posting deadline to complete assignments.

**Essays**

3 formal essays based on the readings. The essays are to be typed and to follow MLA format and be saved and posted as a Word Document (Docx). You must submit links / copies of your sources with the essays. Topics to be announced (t.b.a.)

Essay #1: 4-6 pages. Assignment includes a polished first draft submitted for peer review, a post-write / reflection, and a final revised essay submitted for a grade.

Essay #2: 6-8 pages. Assignment includes a polished draft for peer review, a post-write and / or a reflection, and a final essay submitted for a grade.

Essay #3: 6-8 pages. Assignment includes a polished essay for grade.

Essays will be graded on purpose and thesis, organization and structure, development of ideas, diction and grammar, and documentation. If you miss a peer review (assigned a point value under Assignments) deadline, you cannot make up this process, and the missing work will negatively affect your grade.

You may revise essays 1 & 2 if you receive a grade lower than a C *and* you participated in the peer review: please contact me before revising. All revisions must be completed ten days after the graded essays are initially returned to you. Late essays may not be revised. Essay #3 may not be revised.

Please feel free to use the resources of the Writing Center through T.A.S.C. (Tutoring and Academic Success Centers located in C-117 at Three Rivers; and at trwritingcenter@trcc.commnet.edu).

**Tests**

2 tests will be given during the semester. The tests will cover the readings and literary terms. In order to do well on the tests, it is necessary that you do all of the readings and participate in discussions and short assignments. Tests will be timed and due by a specific deadline.

**Assignment Deadlines**

IT IS ESSENTIAL THAT YOU REGULARLY CHECK MODULES (under “Information & Assignments”) FOR DEADLINES.

Plan ahead: an online class requires rigor, discipline, and planning; it is wise to set your own personal deadline well ahead of the actual deadline—that way you won’t run into any last-minute computer problems. (Not being able to get online is not an acceptable excuse for turning in work late; also, the discussions, and your fellow class members, suffer if everyone is trying to post their work at the last minute).

Due dates each week will normally be on Mondays and / or Thursdays **by** **noon**. There may be exceptions around holidays, so always be sure to check the schedule and read Assignments in the Modules thoroughly. Directions for assignments will normally be available a week before the due date.

The college has set a scheduled maintenance time for Blackboard: Fridays from 2 a.m. to 6 a.m. You will not be able to access Blackboard at this time, please plan your schedule accordingly.

Work can be submitted as soon as the Module for that particular assignment is open and all prerequisite work is ready.

**Late Work**

In an online class, you are responsible for submitting your work on time; remember, the deadlines are by a certain time – submit early to accommodate your own schedule.

Final Drafts of *Essays* 1 & 2 may be submitted *up to* *one week* after the due date, however they will be downgraded one full letter grade, and you will not have the benefit of peer review. Late essays may not be revised. Turning in an essay late may mean that you do not receive feedback in a timely manner in order to apply it to your next assignment.  *Essay 3 may only be submitted one day late, but will be downgraded one letter grade—the end of the semester comes quickly, and I need to submit grades by a certain date.*

Late Short Assignments / Discussion / Forum responses will not receive credit.

Tests are due by a certain date and time. You are responsible for meeting the deadline.

**Withdrawal Dates**

You may officially withdraw at the Registrar’s Office up until December 7th in person and December 9th online. Any student who stops participating and submitting work and has a failing average, but does not officially withdraw, will receive a grade of F for the course. Withdrawal grades may have a negative impact on financial aid and academic progress. Please see an advisor before you withdraw.

**UF (unearned F)**: This notation is awarded to students who were enrolled in a course, did not officially withdraw, but who failed to participate in course activities through the end of the term. **When saved on the grade roster, this notation will immediately convert to a regular grade of F on the student’s transcript. It will be punitive and count in the GPA.**

**Academic Integrity & Plagiarism**

Students are expected to be honest in all academic work. Plagiarism means the claiming of credit for work that is not your own, original work. Plagiarism is a serious offense and can result in failure of the assignment, and / or failure of the class, and / or a report to the administration and action such as suspension, expulsion, or notation on your permanent record. See the TRCC handbook for the policies on Academic Integrity:

“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 best work; clearly document the sources of the material you use from others; and act at all times with honor.”

The work that you submit for this class must be your own written work, in your own words and writing. Please read pages 1699-1700 in our textbook about avoiding plagiarism.

Notice: In this course, we will make use of SafeAssign; it is a tool that detects work that is not original. Please read the following from the college:

***ANTI-PLAGIARISM DETECTION SOFTWARE***

*SafeAssign, TurnItIn or other anti-plagiarism detection software products may be used in this course. Anti-plagiarism detection software products assist faculty and students in preventing and detecting plagiarism. Professors may utilize such software in order to check the originality of the academic work students submit in a course by comparing submitted papers to those contained in its database consisting of submitted papers and other sources. Anti-plagiarism detection software returns an “originality report” for each submission. The report is limited in scope to merely identifying passages that are not original to the author of the submitted work and which may include correctly cited quotations and information. Professors and students must carefully review such reports. No adverse action may be taken by a professor with respect to a student solely on the basis of an originality report which indicates the potential for plagiarism.*

*In this course you may be asked to submit your academic papers and other creative work containing personally identifiable information for originality reporting. By doing so, your work along with personally identifiable information will be retained in the product database and may be subsequently reported out containing your personally identifiable information not only to your professor, but also to professors of other universities and colleges within Connecticut State Colleges and Universities (CSCU) as part of subsequent originality reports.*

*You may decline to submit your work for originality reporting. If so, you must be provided an alternative method in which to submit your work. However, your professor, after removing your personally identifying information, may nonetheless submit limited portions of your academic work for originality reporting.*

**Additional Information**

**Contacting the Instructor:**

I can be contacted through Messages on our Blackboard site, but please remember that you may not get an immediate response. Also, remember that written communications with me are formal communications and should use the conventions of standard written English.

**Email & Messages**

Messages will usually be sent to you via the internal Message program in Blackboard. I may occasionally need to send you an email through MyComm-- please be sure you have updated your email address with the college.

**Religious Holy Days**

from the TRCC Handbook:

*Students have an obligation to notify their instructor in a timely manner regarding anticipated absences for religious observances (….) students may be required to request accommodations during the first week of an academic semester or within a prescribed period of time before the anticipated absence. Requests should be make in writing stating the reason of the request (…) the religious observance that poses the conflict and the date or dates of such holiday.*

**Classroom Decorum**

In an online class, students are expected to follow the guidelines for respect of the College community as outlined in the TRCC Handbook:

*students are expected to: Demonstrate respect for the College community by acting in accordance with published Board policies and College rules and regulations, demonstrate respect for the property for the College, demonstrate academic integrity, demonstrate respect for others, be truthful in all matters, comply with the directions of the College staff members, refrain from the unauthorized possession or use of weapons or dangerous instruments, refrain from knowingly possessing using, transferring, selling or being under the influence of any controlled substance, refrain from any unauthorized use of electronic or other devices to make an audio or video record of any person, and to conduct oneself in a civil and respectful manner, both within and outside the College.*

**Disabilities:**

If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. Please note that accommodations cannot be provided until you provide written authorization from a DSP.

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| **College Disabilities Service Providers** | |
|  |  |
| Matt Liscum, Counselor  (860) 215-9265  Room A113 | * Learning Disabilities * ADD/ADHD * Autism Spectrum * Mental Health Disabilities |
| Elizabeth Willcox, Advisor  (860) 215-9289  Room A113 | * Medical Disabilities * Mobility Disabilities * Sensory Disability | |

**Digication Statements for all TRCC Syllabi:**

*All students are required to maintain an online learning portfolio using a TRCC designed template. Through this electronic tool, students can see their own growth in college-wide learning. The student can keep and continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select random works to improve the college experience for all. No names will be attached to the assessment work; it will remain private and anonymous for college improvement purposes. In class outlines, students will find recommended assignments which support various college-wide learning abilities. The student will have a tool which can integrate their learning from the classroom, school, and life and allow for another opportunity of learning at TRCC! Students will be able to make multiple portfolios.*

**TITLE IX**

**BOARD OF REGENTS FOR HIGHER EDUCATION AND CONNECTICUT STATE COLLEGES AND UNIVERSITIES POLICY REGARDING SEXUAL MISCONDUCT REPORTING, SUPPORT SERVICES AND PROCESSES POLICY**

**Statement of Policy for Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:**

“The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.”

**UNITED STATES DEPARTMENT OF EDUCATION AND OFFICE OF CIVIL RIGHTS TITLE IX STATEMENT OF POLICY:**

“Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part-or full-time status, disability, race, or national origin-in all aspects of a recipient’s educational programs and activities.”

If any student experiences sexual misconduct or harassment, and/or racial or ethnic discrimination on Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please contact Maria Krug at [mkrug@trcc.commnet.edu](mailto:mkrug@trcc.commnet.edu) 860 215 9280.

***Literature and Composition, Outline of Schedule (fall 2018)***

Notes: this is an outline, so that you can plan your schedule (and read ahead if you wish), *please refer to Modules under Information and Assignments for full assignments* as the semester progresses. Be sure to read all of the information in the Modules: Modules will contain directions and due dates, important links, readings, and checklists.

Readings, unless otherwise noted, are in *The Bedford Introduction to Literature*, 11th ed. Use the index at the end of the book to find page numbers of stories. Use the Glossary, pgs.1716-1739, if there are literary terms you are not familiar with. “tba” = to be announced: check Modules.

(schedule subject to change at the discretion of the instructor).

***INTRODUCTIONS:***

Focus: Introduce yourself to the rest of the class, explore the Blackboard site for the class, start working on first reading assignments.

**Assignments:**

Due by noon, Thursday, August 30th

Introduce yourself to the class:

* Under “Information and Assignments,” select the link for “Introductions”
* Follow the directions, and complete the Discussion assignment—which is to introduce yourself to the rest of the class.
* Work on the assignments due next Thursday by noon (under “Information & Assignments,” see *Unit 1, Fiction*; Fiction, Module 1 for directions). *There is a significant amount of reading due next week.* Please note: All of the early assigned stories are well-known classics—if by chance you don’t yet have your text book, you will be able to find the stories in a library, or online, so that you can submit your assignment by the deadline.

***UNIT 1, FICTION***

Focus: The short story: elements, literary analysis, critical readings and supporting materials on the authors.

***\*\*\*Fiction, Module 1***

Overview: Vocabulary used to discuss fiction; formal elements and how to apply them to short stories; stories by Kate Chopin, Edgar Allan Poe, Alice Walker, and Herman Melville.

**Assignments:**

Due by noon, Thursday, September 6th:

* Read: pp. 13-23 (reading fiction, includes Kate Chopin’s “The Story of an Hour” & a sample student paper). “Reader Response Criticism,” pp. 1659-1661, “Feminist Criticism,” pp. 1655-1656, “Documenting Sources and Avoiding Plagiarism,” pp. 1699-1700.
* Read: pp. 46-49 (from reading to writing), 66-75 (plot), 107-112 (characterization), 159-161 (setting), 195-200 (point of view), 220-223 (symbols), 247-250 (theme), 272-278 (style, tone, irony, includes Raymond Carver’s “Popular Mechanics”), and the short stories: Edgar Allen Poe’s “The Cask of Amontillado,” Herman Melville’s “Bartleby, the Scrivener,” Alice Walker’s “The Flowers,” and the piece by David McCall “On the Lawyer’s Character in ‘Bartleby, the Scrivener’” (pp 154-155).

I have not given page numbers for the short stories: please look up the authors and titles in the index to find the page numbers.

* Complete Fiction, Mod. 1 Discussion / Assignment #1 (directions for this assignment are in Fiction, Module 1, found under Information & Assignments).

***\*\*\*Fiction, Module 2***

Overview: Stories by Tim O’Brien, James Joyce, Maggie Mitchell, Ron Hansen, and Katherine Mansfield. Explicating passages, critical strategies, and historical contexts of Joyce’s fiction.

**Assignments:**

Due by noon, Thursday September 13th

* Read: Maggie Mitchell’s “It Would Be Different If,” Katherine Mansfield’s “Miss Brill,” Tim O’Brien’s “How to Tell a True War Story,” Mai-Lee Chai’s “Saving Sourdi,” and Ron Hansen’s “My Kid’s Dog.”
* Complete Fiction, Mod. 2 Discussion / Assignment

***\*\*\*Fiction, Module 3***

Overview: stories by Flannery O’Connor, Dagoberto Gilb, and James Joyce, & supporting materials on their work.

Due by noon, Thursday, September 20th :

* Read Flannery O’Connor’s “Good Country People” and A Brief Biography and Introduction to O’Connor (pp 356-361) and commentary (pp 400-402). Read Dagoberto Gilb’s “Love in L.A.” and “Shout” and biography and introduction, (pp. 448-455), “On Writing ‘Love in L.A.’” (460-462), “On Writing ‘Shout’” (465-466). James Joyce’s “Eveline” and supplementary material on Joyce and Ireland pp. 430-447. Also read the passages on “New Historicist Criticism,” and “Cultural Criticism” (1653-1655).
* Complete Fiction, Mod. 3 Assignment / Discussion

***\*\*\*Fiction, Essay Module***

Overview: the writing process, writing about short stories. Essay topics, peer review of essays.

*Deadlines are on Monday and Thursdays for Module 4: Essay assignments are due on Monday Sept. 24th, Thursday Sept. 27th, and Thursday Oct. 4th*

**Assignments:**

Due by noon, **Monday**, September 24th:

* Read pp. 299-311 on writing about fiction: includes a sample essay and short story by David Updike. Also read p. 1676 on using quotations; pp. 1683-1688 on an analysis paper; pp. 1699-1706 on avoiding plagiarism and the correct format for a Works Cited.
* Polished draft of Essay #1 due on assigned topics. Follow directions for submission outlined in the module.

Due by noon, Thursday, September 27th

* Peer review comments on essays by two of your classmates. Follow directions for peer review.

Due by noon, Thursday, October 4th:

* Final draft of Essay 1. See directions in this Module for submitting your essay.

***UNIT 2, POETRY***

Focus: The Poem: elements, analysis, critical readings.

***\*\*\*Poetry, Module 1***

Overview: Vocabulary used to discuss poetry; formal elements; open form / free verse; a selection of poems. Focus on word choice, images, figurative language (simile & metaphor), sound.

**Assignments:**

Due by noon on Thursday, October 11th

* Reading due: see list of poems and readings in this Module.
* Complete Poetry Mod. 1, Discussion

***\*\*\*Midterm Test***

Due by noon, Thursday, October 18th

***\*\*\*Poetry, Module 2***

Overview: traditional forms in poetry: the sonnet and blank verse. Meter, rhyme, and more elements of poetry. Focus on Claude McKay, Robert Frost, and Emily Dickinson: critical commentary, historical and biographical contexts.

**Assignments:**

Due by noon, Thursday, October 25th:

* Reading due: see list and attachments in this module.
* Complete Poetry, Mod. 2 Assignment / Discussion

***\*\*\*Poetry, Essay Module***

Overview: Essay topics for poetry, writing critical essays, peer review of essays.

*Work is due on Monday and Thursdays in Module 4 and in Unit 3 Drama. Upcoming deadlines are: Thursday, Nov. 1st ,Monday, Nov. 5th , and Thursday Nov. 8th.*

**Assignments:**

Due by noon, Thursday, November 1st .

* Polished draft of essay 2, based on assigned essay topics. Follow guidelines for submitting.

Due by noon, **Monday**, November 5th.

* Peer review comments on essays by two of your classmates. Follow directions for peer review in this Module.

Due by noon, Thursday, November 8th:

* **Essay 2, final draft due. Follow guidelines for submitting.**

***UNIT 3, DRAMA***

Focus: Classic plays. Critical commentary. Historical contexts.

***\*\*\*Drama, Module 1***

Overview: Introduction to drama; Henrik Ibsen’s *A Doll House*. Historical contexts of Ibsen’s work and critical strategies.

*Note: assignments will be due on Mondays and Thursdays throughout the drama unit.*

**Assignments:**

Due by noon, **Monday**, November 12th

* Read “Elements of Drama” pp. 1094-1097.
* Read 1353-1357 (on realism and modern drama)
* Read Henrik Ibsen’s *A Doll House* Acts I & II (pp 1357-1392).
* Complete Drama Mod. 1, Discussion / Assignment.

Due by noon, Thursday, November 15th:

* Finish reading Ibsen’s *A Doll House*, Act III (pp. 1399-1407).
* Reading due: commentary on the play (1413-1428), including “A Nineteenth Century Husband’s Letter to His Wife,” “A Marxist Approach to *A Doll House*, A Psychoanalytic Reading of Nora, & Is *A Doll House* a Feminist Text?*.* and review pp. 1653-1655 on literary history criticism, Marxist criticism, and Feminist criticism.
* Go to the You Tube website, and watch part of a version of *A Doll House,* your choice*.*
* Watch Janet McTeer’s Charlie Rose interview on acting in *A Doll House* (this is also from You Tube—but will be linked in this module).
* Complete Drama Mod. 2 Assignment / Discussion

***\*\*\*Drama, Module 2***

Overview: William Shakespeare’s *Hamlet. Note: for Hamlet, short assignments and readings will be due on Mondays and Thursdays.*

**Assignments:**

Due by noon, **Monday**, November 19th:

* Read: *Hamlet* Act I (pp. 1237-1261), pp. 1176-1180 (on Shakespeare) and 1124-1126 (on tragedy). Watch a version of Act 1 of *Hamlet* on YouTube
* Complete Drama Mod. 2 Discussion 1 / Assignment 1

Thursday, Nov. 22nd is our Thanksgiving Break—no work due! Read *Hamlet*…

Due by noon, **Monday**, November 26th:

* Read *Hamlet* Acts 2, 3, and 4 (pp 1261-1318).
* Complete Drama, Mod. 2, Discussion 2 / Assignment 2

Due by noon, Thursday, November 29th:

* Read *Hamlet* Act 5 (finish the play, pp 1318-1335). Read commentary on *Hamlet* t.b.a
* Continue to watch versions of *Hamlet* that are available to you.
* Complete Drama Mod. 2, Discussion 3 / Assignment 3

*Last day to drop class is December 9th* ***(online), (****last day to drop in person is December 7th).*

***\*\*\*Drama, Essay Module***

Overview: Essay #3. Topics and guidelines for writing the drama essay.

**Assignments:**

Due by noon, Thursday, December 6th

* ***Essay 3, on Drama.*** Follow guidelines for writing and submitting

**\*\*\* Final Test**

Due by noon, Thursday, December 13th