**English K102:** Composition & Literature

**CRN:** 30232

**Term:** Fall 18

**Schedule:** W 6-8:45pm Rm D224

**Instructor:** Frederick-Douglass Knowles II

**Office Hours:** or by appointment

**Office:** Rm C120 (diagonal from library)

**Phone:** 860.215.9444

**Email:**  [fknowles@trcc.commnet.edu](mailto:fknowles@trcc.commnet.edu)

**Required Text:** Poetry: *Toys Made of Rock* by Jose B. Gonzalez

Fiction: *Parable of The Sower* by Octavia E. Butler

Drama: *A Raisin in The Sun* by Lorraine Hansberry

**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 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 and Grade Percentage / Points:**

Essay 1: Poetry 15 pts.

Essay 2: Fiction 20 pts.

Essay 3: Drama 30 pts.

Response papers 30 pts.

Class Participation 5 pts.

Total 100 pts.

**Class Attendance Policy:**

“Instructional staff assigned to all sections of credit bearing courses at Three Rivers are required to take attendance at each class meeting and retain accurate records of attendance for at least three calendar years. The manner in which attendance is taken is determined at the professional discretion of the instructor. In certain instances, these records are furnished to the Financial Aid Office and the International Student advisor.” Class attendance is expected. You are permitted 2 class absences. After 2 classes, you run the risk of failing the course and must contact me. Students are responsible for missed work and are not exempt from the late work policy.

**Sexual Misconduct:**

BOARD OF REGENTS FOR HIGHTER 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, Title IX Coordinator Three Rivers Community College 574 New London Turnpike Norwich, CT 06360. Room C-131, (860) 215-9208 Mkrug@ trcc.commnet.edu**

**Students with 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. **TRCC Disabilities Service Providers** Counseling & Advising Office Room A-119:

|  |  |  |
| --- | --- | --- |
| **College Disabilities Service Provider** | |  |
|  |  |  |
| 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 | |

**Academic Integrity / Plagiarism Policy:**

The effective operation of any organization is dependent on the honesty and goodwill of its members. In an organization devoted to the pursuit of knowledge, acting with integrity is essential to effective teaching and learning. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. To emphasize the importance of academic integrity, Three Rivers Community College adheres to the following policy in addition to the Student Discipline Policy, sections 2:10 and 3:1-10, as provided by the Board of Trustees of Connecticut Community Colleges. Since collaboration is central to the learning community, Three Rivers wishes to emphasize that this policy is not intended to discourage collaboration when appropriate, approved, and disclosed.

**Withdrawal Policy:**

After the last drop date specified in the academic calendar, students may withdraw from courses by completing the appropriate form which is available online or in any Student Services Office. If necessary you can withdraw by phone by calling the Registrar’s office. Withdrawals are accepted until the week before classes check the specific date in the academic calendar end – **7-9th**–. A grade of “W” will be entered for each course from which a student withdraws. The course(s) and grade “W” will appear on the student’s transcript.

**NF Grade:**

The NF Grade is assigned to students when there is no basis for a grade.  This would apply to students who never came to class as well as to those who didn’t attend or participate long enough to be graded.  The NF grade is used to distinguish between earned failures (F), official withdrawals (W) and students who stop attending or participating before there is a basis for a grade.

**Digication Statement:** Traditional Version

All students are required to maintain an online learning portfolio in Digication that uses the college template. Through this electronic tool students will have the opportunity to monitor their own growth in college-wide learning. The student will keep his/her learning portfolio and may continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. Student work reviewed for assessment purposes will not include names and all student work will remain private and anonymous for college improvement purposes. Students will have the ability to integrate learning from the classroom, college, and life in general, which will provide additional learning opportunities.

**Class Cancellation Procedure:**

In the event that I must cancel class due to sickness or personal emergency, I will contact the Academic Dean’s office so that they can post the cancellation and discuss how I intend to make up the class time. The academic dean does not contact students when class is cancelled. To provide early warning for a cancellation I will email, so be certain that you have a **school assigned email** address on file with the registrar’s, and not a personal one.

**MyCommNet Alert:**  MyCommNet Alert is a system that sends text messages & emails to anyone signed up in the event of a campus emergency.

**Assignments:**

All assignments are to be typed, stapled and are due on the date noted on the syllabus. Students are required to come to class with the reading and/or the work completed, and prepared to hand it on the day noted on the syllabus.

**Late Work:**

Students are required to hand in all work, typed, double spaced, stapled and on time. All work that is not turned in at the scheduled day and time stated on the syllabus is considered late. After the assigned date students may only hand in late work the following class for an automatic 50% reduction before grading.

**Course Calendar**

**Week 1:**

W 8.29 In class: Review syllabus, Strategies for Reading, The Writing Process, Academic Writing Introduction, What constitutes Serious Literature? What role does literature play in society? Intro to poetry, close reading and Jose B. Gonzalez

------------------------------------------------------------------------------------------------------------

**Poetry**

**Week 2**:

W 9.5 Reading due: Toys Made of Rock Part I: El Salvador p.1-14

In class: literary analysis on diction and tone

Writing due: 1 page response to "Mami's Days"

What is the tone(s) of the poem? How? Why?

Handout: Essay one guidelines/ student sample

------------------------------------------------------------------------------------------------------------

**Week 3:**

W 9.12 Reading due: Toys Made of Rock Part II: U.S. p.15-39

In class: literary analysis on theme

What is the theme(s) of the poem? How? Why?

Writing due: 1 page response to "When Your Father is the School Janitor"

------------------------------------------------------------------------------------------------------------

**Week 4:**

W.19 Reading due: Toys Made of Rock Part III: Stealing Shakespeare p.41-63

In class: literary analysis on symbolism and irony

Writing due: 1 page response to "Sociology 101: Essay on Illegal Immigration" What does the essay symbolize?

------------------------------------------------------------------------------------------------------------

**Week 6:**

W 9.26 Reading due: Toys Made of Rock Part IV: Classrooms p. 65-87

In class: literary analysis on imagery

Writing due: 1 page response to "New London Verse"

What is the most powerful image in the poem? Why?

-----------------------------------------------------------------------------------------------------------

**Week 7:**

W. 10.3In class: Peer edit workshop on Essay one (bring 3 copies of draft)

------------------------------------------------------------------------------------------------------------

**Fiction**

**Week 8:**

W 10.10 Reading due: "A Conversation with Octavia E. Butler" p. 333-345

(at the end of the novel)

Writing due: Essay one

In class: Introduction to fiction, literary theories/strategies, Octavia E. Butler

------------------------------------------------------------------------------------------------------------

**Week 9:**

W 10.17 Reading due: Parable of the Sower Ch. 1-8

Writing due: 1 page response: What is

In class: literary analysis: Feminist theory, plot, character

Handout: Essay 2 guidelines

------------------------------------------------------------------------------------------------------------

**Week 10**

W 10.24 Reading due: Parable of the Sower Ch. 9-16

Writing due: 1 page response

In class: literary analysis: Marxist theory, setting, POV

------------------------------------------------------------------------------------------------------------

**Week 11:**

W 10.31 Reading due: Parable of the Sower Ch. 17-25

Writing due: 1 page response

In class: literary analysis: Psychological theory, symbolism

------------------------------------------------------------------------------------------------------------

**Week 12:**

W 11.7 In class: Peer edit workshop on Essay two (bring 3 copies of draft)

Information literacy session in library

------------------------------------------------------------------------------------------------------------

**Drama**

**Week 13:**

W 11.14

------------------------------------------------------------------------------------------------------------

**Week 14:**

W 11.21 Thanksgiving Eve: Optional class (Fill the basket drive)

------------------------------------------------------------------------------------------------------------

**Week 15:**

W 11.28

------------------------------------------------------------------------------------------------------------

**Week 16:**

W12.5

------------------------------------------------------------------------------------------------------------

**Week 17:**

W 12.12.

**\*Course Syllabus is tentative and may be subject to change**

**Drama**

**Week 13:**

M 4.9 Writing due: Final draft of Essay two

Reading due: Ch. 42 (1077-1090)); "Fences" (1590-1638)

In class: combining the elements workshop

Handout: Essay 3 guidelines

------------------------------------------------------------------------------------------------------------

**Week 14:**

M 4.16 Reading due: Ch. 43 "Writing About Drama", Othello Part 1

In class: combining the elements workshop

------------------------------------------------------------------------------------------------------------

**Week 15:**

M 4.23 Reading due: Othello Part 2

In class: psychological criticism on "Oedipus The King"

------------------------------------------------------------------------------------------------------------

**Week 16:**

M 4.30 In class: Peer edit workshop on Essay three (bring 3 copies of your draft)

------------------------------------------------------------------------------------------------------------

**Week 17:**

M 5.7 Writing due: Final paper hard copy and upload to digication

**\*Course Syllabus is tentative and may be subject to change**