English 102 – Literature and Composition

Professor Janet Hagen E-mail: jhagen@trcc.commnet.edu



Welcome to “Literature and Composition,” English 102. In this course we will focus on how to read serious literature, develop an interpretation of what we read, and then explain and support our interpretations in writing. The objective of the course is to develop critical thinking and writing skills. In the process of developing these skills, we will focus on the three genres of fiction, poetry, and drama from a thematic approach to understand the interpretive elements in the text and the conditions that affect the reader.

*\*Prerequisite: ENG 101*

**Course Objectives**

Upon successful completion of this course, you 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.

**Required Texts** **and Sources**

* *Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing –* ***6th edition***
* *The Tortilla Curtain*
* Online Writing Center at Purdue University: [http://www.owl.english.purdue.edu](http://www.owl.english.purdue.edu/)

#### Grade Percentages

 Essays

1 10%

1. 15%
2. 25%

Discussions and homework 50%

## EXPLANATION OF ASSIGNMENTS AND POLICIES

**ESSAYS (50)%:** During this session you will be required to write four formal essays. As my expectations increase, so will the grade percentage awarded for each essay.

**Paper Format:** All essays need to be submitted as word docx or pdf files. Essays are to be typed and formatted adhering to MLA standards (the format you learned in English 101). For an example of the correct format for an academic essay, go to the online writing center at <https://owl.english.purdue.edu>. \****Pet Peeves***: *not following directions and sloppy papers. It is your job to proofread your paper.*

**ASSIGNMENTS AND DISCUSSIONS:** Even though this course is online, it still requires class participation and involvement on your part to make it a success. I will ask you to do the weekly readings and submit the required homework and discussion posts as designated. Follow the syllabus for assigned readings and open **Course Content** each week for directions.

**LATE WORK: (There’s really no such thing.)** \*\*Due dates and times: Think of these assignments the same way you would as if you were attending classes in a "real" classroom. For example, if you were attending class at 5 on a Monday and an assignment or paper was due, that paper would be due at 5 p.m. on that particular day, not at 6 p.m. or 7 p.m. or even the next morning. Therefore, when a paper or assignment is due on a certain day and hour, I will expect it to be turned in online by that time. After that, the assignment site will be closed, meaning you will no longer be able to submit it. The *only exceptions* are when Blackboard goes down (and I receive notification).

**Please keep in mind that this course requires you to be self-motivated and comfortable doing work outside of a face-to-face classroom. I recommend that you plan ahead to get your work in on time (for credit and good grades). Also, expect technical difficulties and please take note that they are not an excuse for not getting your work in. Missed assignments and discussion entries may not be made up, and if you post the assignments in another site, I will not be responsible for locating or grading them.**

**The Writing Center**

Room: C117 (next to the Library).

Phone: 860-215-9082.

Email: TRWritingcenter@trcc.commnet.edu

*\*You can submit your work to the Writing Center via email. Include your name, student ID, and assignment. Expect a 24-48 hour turnaround. Keep in mind tutors do not work weekends.*

#### Students with Disabilities

#### Three Rivers Community College welcomes students with disabilities. Services for students with disabilities are coordinated through the Counseling Center. In accordance with federal law, students with documented disabilities may request reasonable accommodations. Students are required to submit a Self Disclosure Form, provide documentation, and meet with a Disability Service Provider. Please call the Counseling Center at (860) 215-9017 for more information.

**TITLE IX**

**Title IX Education Amendment** states that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." This law makes it clear that violence and harassment based on sex and gender are civil rights offenses. If you have suffered any form of sexual misconduct, you may be unsure of what next steps to take, but there are many people on and off-campus who are eager to help.

 **Confidential Off-Campus Crisis and Counseling Resources**

Three Rivers has partnered with non-profit community agencies that can help survivors cope, access mental and physical health care, relocate (if necessary), and take action against offenders, including action through the College's own disciplinary process. Their services are free, confidential, and available 24 hours a day.

|  |  |
| --- | --- |
| **For Sexual Assault** | **For Domestic / Intimate Partner Violence or Sexual Assault** |
| **The Sexual Assault Crisis Center ofEastern Connecticut**78 Howard Street, 2nd FloorNew London, CT 06320Office: (860) 442-0604Hotline: (888) 999-5545<http://www.saccec.org/> | **Safe Futures**16 Jay Street, New London, CT 06320,Office: (860) 447-0366326 Washington St, Norwich, CT 06360Office: (860) 889-8331Hotline: (888) 774-2900<http://www.safefuturesct.org/> |

### On-Campus Resources

**You are welcome to approach any trusted faculty or staff member for help, but please understand that College employees cannot promise confidentiality. College employees are expected to report any details they receive about an incident of sexual misconduct to the Title IX Coordinator and / or the Dean of Students. Before disclosing an incident of sexual misconduct to a College employee, you are advised to first speak with a** [**confidential off-campus counselor**](http://www.trcc.commnet.edu/President/Affirm/hereforyou.shtml#confidential)**, and / or** [**to review your rights to privacy**](http://www.trcc.commnet.edu/President/Affirm/privacy.shtml)**.**

The resources listed below can you help you to learn about your options, get connected with confidential off-campus counseling services, and request action against an offender, if you choose.

**Resources for Students**

|  |  |
| --- | --- |
| **Counseling and Advising**Room A-119, (860) 215-9016 | **Campus Security**Room A-102 / Front Desk (860) 215-9053 |
| **Maria Krug****Title IX Coordinator**C131(860) 215-9053  |  |

**Student Contract**

Please read and submit an email in Blackboard stating that you have read through the definitions of Academic Integrity and understand what the consequences are for violating it.(Cut and paste the paragraph in green below.) *(Read this contract carefully, as it is formal and binding.)* ***\*\*I will not grade your work until you send me an email acknowledging you have read and understand this information!***

***Further: your essays and assignments will be submitted in Safe Assignment, which is a plagiarism tool that identifies if any work is taken from an outside source.***

###

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

*General Definition (Student Discipline Policy, section 2:10, Board of Trustees of*

*Connecticut Community Colleges)*

Academic Dishonesty shall in general mean conduct which has as its intent or effect the

false representation of a student’s academic performance, including but not limited to

(a) cheating on an examination,

(b) collaborating with others in work to be presented, contrary to the stated rules of

the course,

(c) plagiarizing, including the submission of others’ ideas or papers (whether purchased, borrowed, or otherwise obtained) as one’s own. In other words, **ALL** submitted written work must be your own; if you consult other sources, such as class readings, articles or books from the library, **\*material on internet databases or web sites, etc.,** these sources MUST be properly documented, or you will be charged with plagiarism and will receive a zero on the assignment and possibly an F in the course as well.

(d) stealing or having unauthorized access to examination or course materials,

(e) falsifying records of laboratory or other data,

(f) submitting, if contrary to the rules of a course, work previously presented in

another course, and

(g) knowingly and intentionally assisting another student in any of the above, including

assistance in an arrangement whereby any work, classroom performance,

examination or other activity is submitted or performed by a person other than the

student under whose name the work is submitted or performed.

\*Deliberately looking up information on a work of literature on a website and using that information in your critique constitutes plagiarism.

**Copy, cut, and paste this paragraph in email (in Blackboard) to me with your name and the date**.

**By reading and signing this contract, I am acknowledging that I understand what the general definitions are that constitute Academic Integrity and that if I partake in any of these activities I will receive a zero. In particular, I understand that looking up information about literature online and using the material as my own views or ideas does constitute plagiarism, whether cited directly or not. I also understand that repeatedly plagiarizing will result in failing the course. Further, I understand that the Academic Dean will be notified of all incidents of plagiarizing and they will become a part of my permanent file.**

**NAME DATE**

**Final Notes on how to survive and excel:**

1. Play around with this site. Experiment. Explore. **Do not wait until the last minute to do your assignments or to send them to me**.
2. Be patient. For many of you, this is a new way of learning. Give yourself extra time. (Do not assume you can sit down and crank out the work at the last minute.)
3. Do not expect to put in less time than you would taking a regular face-to-face class. This course is set up to give you the same hours and instruction online as an on-site course in a regular classroom.
4. If you are a procrastinator or do not like working independently, think carefully about whether or not an online class is for you.

***Contacting me: Please mail all correspondence to me in Blackboard Messages. You can expect to hear back from me within 24-48 hours. (\*Remember to direct all general questions to Questions about the Course in the Discussion Board.) Keep in mind, too, that someone may have already asked and answered your question there.***

***How to budget your time for success:***

If you were taking a face-to-face class for 15 weeks, you would be meeting for a total of **two hours and 30 minutes *every* week**. So, for starters, set aside two-and-a-half hours a week for this class. Now if you add in the expected time of putting in three hours of homework time for every credit you take per week, that would be an additional nine hours for a total of about 12 hours a week set aside for this class.

*\*\*Of course, the time it will take you to complete the work will vary, based on your individual learning styles and the assigned work. I can tell you that my expectations are based on making sure you meet the required competencies to earn your three credits towards graduation.*

**GOOD NEWS**: After fifteen weeks of hard work, you will have completed this course and can move on and celebrate your success as you get one step closer to graduation – and, most importantly, you will have learned more about yourself and the world you inhabit; you will have learned how to think and read more critically; and you will have developed a deeper appreciation of the arts and reading.

Course outline is on next page.

**Fall 2019**

**August**

***Week One*** 27th

Introduction to the course and each other. “How to Read Actively” 1147-1151. *Reading a Poem* 409-421.

**September**

***Week Two*** 3rd

*Reading a Story* “The Art of Fiction” and “Fable” 5-8; “Parable” 11-12; “The Short Story” 17-24

***Week Three*** 10th

Character 69-71. “Recitatif” 91; “Cathedral” 107

***Week Four*** 17th

“Where Are You Going, Where Have You Been?” 77; Writing an Essay 1151-1162. How to write a character analysis 120-122

***Week Five*** 24th

Essay due

**October**

***Week Six*** 1st

Setting: 123-124. “The Storm” 126; “Story of an Hour” 347

***Week Seven*** 8th

Theme: 203-205. “The Things They Carried” 206; “Barbie-Q” 220

***Week Eight*** 15th

 “Harrison Bergeron” 225;. How to write on setting and theme 165-167 / 231-232

***Week Nine*** 22nd

Essay Two Due

***Week Ten*** 29th

Symbolism 233-236. “The Chrysanthemums” 236: “The Yellow Wallpaper” 245

**November**

***Week Eleven*** 5th

Reading a Play: 667-669. *Fences*, Act 1 and 2 ,1087

***Week Twelve*** 12th

*Fences* continue

***Week Thirteen*** 19th

*The Tortilla Curtain* Part One

***Week Fourteen*** 26th nothing is due – Thanksgiving Holiday Break

**December**

***Week* Fifteen** 3rd

*The Tortilla Curtain* Part Two and Three

**December 12 – final essay due, no exceptions**

**\*The syllabus may change at any time and it is your responsibility to keep up with them.**