

**Literature & Composition / Eng 102**  
Fall 2019

Judith D. Rametta, B.S., M.A.

Friday (30664) 2 – 4:45 p.m. Room D222

[jrametta@trcc.commnet.edu](mailto:jrametta@trcc.commnet.edu) / 401-219-0109

Tuesday (30664) 6:30 – 9:15 p.m. Room D222

Office Hours D205E – In person by appointment – I am on Campus on Tuesday Evenings and Friday Afternoons.

**I am available through the course in Blackboard throughout the semester – please text me and let me know you've left a message if you need a quick response.**

**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.

**Required Texts:** No substitutions of different editions. Textbooks are mandatory and must be in your possession during class.

***The Bedford Introduction to Literature***, 11th Edition, Michael Meyer.

(ISBN-13: 978-1319002183 / ISBN-10: 1319002188)

***Othello*** (Paperback) by William Shakespeare, Barbara A. Mowat and Paul Werstine. 1993.

(ISBN: 9780743477550)

**Learning Outcomes:** Upon successful completion of ENG 102 – Literature and Composition, 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 and 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.

**Writing Requirements**

*Students are encouraged to write more independently. Students should continue to incorporate the draft process into their writing, however, final grades on each assignment reflect finished product, not process.*

**Essay Guidelines – 20 Finished Pages of Formal Writing for the Semester - 3 Formal Essays:**

Essay #1 (Short Story) 5-6 pages

Essay #2 (Poetry) 6-7 pages

Essay #3 (Drama) 7-8 pages

All essays will be graded on the quality of the finished product, and those grades take into account: grammar, rhetorical strategies and intellectual complexity, together with evidence of research skills, documentation, use of quotations and paraphrases and ability to sustain an argument in clear prose.

Only those students who hand in the completed essays on time and receive a grade below C- (70) will have the option to revise Essay 1 and 2 and only at the sole discretion of the instructor. There are no re-writes available for Essay 3.

### **Attendance, Class Participation, And Grading:**

Consistent attendance at class meetings is crucial to your success in this course. **Absence will affect your attendance grade**, however, one absence may be excused at the instructor's discretion due to illness (doctor's note), active military, emergency police/fire service or a death in the immediate family (obit). Work and car trouble are not excused absences.

Please notify me if you have an emergency so that I can accommodate any makeup requirements. Otherwise, being absent is your choice and it is entirely up to you to find out what was covered. Grades are based on all work done in the course. **Assignments not completed will impact your final grade.** Incompletes are not given.

<b>Homework &amp; Quizzes</b>	<b>10%</b>
- Reading and Lecture Content as well as Peer Review Work	
<b>Attendance, Class Participation &amp; Journal</b>	<b>10%</b>
<b>First Semester Essay / Reader Response</b>	<b>10%</b>
<b>Mid-Semester Exam</b>	<b>15%</b>
<b>Second Semester Paper / Critical Approach</b>	<b>20%</b>
<b>Third Semester Essay / Research</b>	<b>20%</b>
<b>Final Examination</b>	<b>15%</b>

### **Late Work:**

- Homework may only be submitted at the start of class. Quizzes are random and take place in the first 10 minutes of class – there are no make-ups for homework or quizzes.
- Late Papers: do not receive full credit, and are not accepted after one week past the due date. The final semester paper is not accepted late due to time restraints of grade submission.

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.**

**Papers and Homework:** Work must be submitted typed, in proper MLA formatting, and fully annotated. You should have all drafts and research available if requested by the instructor. **Modern Language Association Style (MLA 8<sup>th</sup> Edition):** When you use outside sources to write your research papers, use MLA style for documentation purposes (this includes electronic journals and the web). The textbook has sample sections on parenthetical documentation, and instructions for a Works Cited page. Online information: <http://owl.english.purdue.edu/owl/resource/747/01/>

**Students MUST BE ABLE TO CHECK MESSAGES AND COMMUNICATE THROUGH BLACKBOARD WITH THEIR TRCC E-MAIL ADDRESS OR THE ADDRESS LISTED AS PRIMARY ON THEIR TRCC STUDENT PROFILE.**

**Please name your email attachments with your LASTNAME\_FIRSTINITIAL\_ASSIGNMENT (i.e. Rametta\_J\_Essay1)**

**The Writing Center/TASC / Free Writing Tutorials:** Room: C117 (next to the Library). 860-215-9082. Email: TRWritingcenter@trcc.commnet.edu. Online tutoring: <http://www.etutoring.org/>

**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. *Whether conscious or unconscious, plagiarism is a serious academic offence.* Your textbook and the TRCC website provide ample ways to avoid plagiarizing another's work, words, or ideas. If you have any doubts, please see me.

**Plagiarism** is the unacknowledged use of another person's words or ideas in your writing. If you use any ideas, thoughts, writing, quotes, or even paraphrase some other writer's thinking, you must acknowledge that person.

#### **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.

Instructors 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.

#### **Weather Cancellations: (see sign up tutorial below)**

Call 860-215-9000 or go online to: [www.trcc.commnet.edu](http://www.trcc.commnet.edu). Class is only cancelled for weather or other emergencies if TRCC closes and you receive an alert. **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 register.

In the very unlikely event that I need to cancel class for any personal reason, I will notify the class via TRCC e-mail.

#### **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.

<b>College Disabilities Service Providers</b>	
Matt Liscum, Counselor (860) 215-9265 Room A113	<ul style="list-style-type: none"> <li>• Learning Disabilities</li> <li>• ADD/ADHD</li> <li>• Autism Spectrum</li> <li>• Mental Health Disabilities</li> </ul>
Elizabeth Willcox, Advisor (860) 215-9289 Room A113	<ul style="list-style-type: none"> <li>• Medical Disabilities</li> <li>• Mobility Disabilities</li> <li>• Sensory Disability</li> </ul>

*Please note that an instructor cannot provide disability accommodations until a student provides the necessary paperwork from the college's Office of Disability Services to the instructor. Also, accommodations take effect when the instructor receives the paperwork from a student, and accommodations will not be provided retroactively.*

**Digication Statement:**

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.

**Board of Regents for Higher Education and Connecticut State Colleges and Universities Policy Regarding Sexual Misconduct Reporting, Support Services and Processes Policy:****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."

**Title IX Statement of Policy:**

"Title IX of the Education Amendments Act of 1972 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 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 educational programs and activities."

Please Report Student Incidents to:  
Maria Krug, Title IX Coordinator  
574 New London Turnpike, Norwich CT 06360  
[MKrug@trcc.comnet.edu](mailto:MKrug@trcc.comnet.edu)

**College Withdrawal Policy:**

A student who finds it necessary to discontinue a course once class has met must provide notice to the Registrar. Withdrawal forms are available at the Registrar's office, both on campus and at the Sub-base. Non-punitive "W" grades are assigned to withdrawal requests. Students who do not obtain an official withdrawal, but simply stop attending classes, run the risk of receiving an "F" grade for the course. Students may officially withdraw at the Registrar's Office up until November 5th.

**Weekly Syllabus:** Introduction and Organization: Review of Texts & Syllabus

Week 1 Critical Reading and Approaches - Reading Literature (Handout of Critical Approaches)

(Aug 27) **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

Reading Fiction Responsively p. 13-14 **and**  
From Reading to Writing p. 46-49 & 1663-1671  
**Kate Chopin** "The Story of an Hour" p. 15 -19 (Close Reading & Note Taking)

In Class: The Elements of Fiction and the Short Story – Structure, Genre, Voice  
*(Assign Authors for Reader Response Essay)*

***Homework Due for Wk. 2 - Read & Take Written Notes in a Journal on Wk. 2 Short Stories  
 Writing: Short Responses to Questions 2-11 on p. 83-84 on Faulkner (typed)***

Week 2 Demo of Library Database and Discuss Incorporating Sources and Avoiding Plagiarism  
**PLEASE REPORT TO LIBRARY CLASSROOM ON SECOND FLOOR OF LIBRARY  
 AT BEGINNING OF CLASS-** Research Sources for First Response Paper

(Sept 3) **William Faulkner** (1931) "A Rose for Emily" p. 77-83 (Questions 2-11)  
**Raymond Carver** (1981) "Popular Mechanics" p. 277 - 278  
 In Class:  
 Sentence Skills, Modifiers & Verb Tense – Use of Present Tense & Declarative Voice

Formatting – MLA Style  
[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html)

Developing a Thesis – (1663 - 1680) <http://owl.english.purdue.edu/owl/resource/545/01/>

***Homework Due for Wk.3 – Read & Take Written Notes in a Journal on the Short Stories  
 Writing: Read Pages 1663-1694 - Quiz relating to this reading and the short stories.  
 Writing: Proposal for first paper including bio information on author researched at library***

Week 3 **Gail Godwin** (1971) "A Sorrowful Woman" p. 39-43  
**Tim O'Brien** (1987) "How to Tell a True War Story" p. 488-496

(Sept 10)

The Research Essay – p. 1694-1706  
Critical Approaches p. 1641-1662 and 1671-1673

Create a Works Cited Page – p. 1694-1706 Sample p. 1710  
<http://owl.english.purdue.edu/owl/resource/747/12/>  
<http://owl.english.purdue.edu/owl/resource/747/05/>

***Homework Due for Wk. 4 –  
 Read & Take Written Notes in Journal on "The Birthmark" / "Young Goodman Brown" /  
 "The Cask of Amontillado"  
 Writing: Short Responses to Questions 1-11 on page 350 on Hawthorne (typed)***

Week 4  
(Sept 17) **Nathaniel Hawthorne** (1843) "The Birthmark" p.339 – 349 (Questions 1-11 p.350)  
**Nathaniel Hawthorne** (1835) "Young Goodman Brown" p.321 – 329  
**Edgar Allen Poe** (1844) "The Cask of Amontillado" p. 739 – 743

**Homework Due for Week 5 – Read & Take Written Notes in a Journal on Poetry Writing: (FIRST) RESPONSE ESSAY DUE 9/21 by Noon**

- Including Works Cited Page / Submit Through Blackboard
- PAPERS MUST ALSO BE SUBMITTED TO DIGICATION – Remove Name & Class.

Week 5  
(Sept 24) Poetry: **William Shakespeare** (1609) "Like as the waves make towards the pebbled shore" <http://www.poetryfoundation.org/poem/174362>  
**Walt Whitman** (1819-1892) "Song of Myself" (1-7, 21, 24, 43, 44, 47-52) (Analysis one stanza from your perspective) <http://www.daypoems.net/poems/1900.html>  
**Emily Dickerson** (1863) "Because I could not stop for Death – " p. 847  
**Theodore Roethke** (1948) "My Papa's Waltz" p.772 – (Questions 1-3)  
**Ruth Forman** (1993) "Poetry Should Ride the Bus" p. 675-676  
**Sherman Alexie** (2011) "The Facebook Sonnet" p. 784

In Class: The Elements of Poetry – Voice, Structure, Symbol

**Homework for Week 6 – Read & Take Written Notes - "The Love Song of J. Alfred Prufrock"**

**Writing: Begin Outline for 2<sup>nd</sup> Paper - Reading Notes Should Reflect Critical Approach**

Week 6  
(Oct 1) **Stephen Crane** (1899) "A Man Said to the Universe" p. 719  
**T.S. Eliot** (1917) "The Love Song of J. Alfred Prufrock" p. 948-952  
In Class: Modernism Discussion  
In Class: Read Whitman "One's Self I Sing" p. 1069 In-Class - Essay #1 on p. 952

**Homework for Wk. 7 – Review Notes and Assigned Reading for Mid-Term**

Week 7  
(Oct 8) Mid-Term Exam - Textbook and notes only - No online or outside sources

**Homework for Wk. 8 – Read & Take Written Notes on Hughes and Angelou Writing: First Draft (SECOND PAPER) CRITICAL APPROACH RESEARCH ESSAY (Bring 2 Paper Copies of Draft Essay to Class)**

Week 8  
(Oct 15) **Langston Hughes** (1951) "Harlem" p. 983 and "The Negro Speaks of Rivers" p. 980  
**Maya Angelou** (1975) "Still I Rise" <https://poets.org/poem/still-i-rise>  
In Class – Peer Review Critiques (Bring 2 Copies of Research Essay Draft)

**Homework for Wk. 9 – Read & Take Written Notes on Wk. 9 Poetry Rewrite & Proofread - (SECOND) RESPONSE ESSAY DUE by Noon 10/21**

- Including Works Cited Page / Submit Through Blackboard

Week 9  
(Oct 22) **Robert Frost** (1915-1923) "The Road Not Taken" p. 871 / "Stopping by Woods on a Snowy Evening" p. 881 / "Mending Wall" p. 874  
**Linda Pastan** (1932) "Marks" p. 705  
**Charlotte Perkins Gilman** (1899) "Queer People" p. 1052  
**William Carlos Williams** (1923) "The Red Wheelbarrow" p. 808

**Homework for Wk. 10 Read & Take Written Notes in a Journal on “Trifles” and “Naked Lunch”**  
**Writing: Poetry Quiz**

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Week 10      Drama: **Susan Glaspell** (1916) “Trifles” p. 1080-1089  
 (Oct 29)      **Hollinger, Michael** (2003) “Naked Lunch” p. 1098 - 1101  
 In Class: Elements of Drama – Character, Plot & Structure, Setting, Style & Theme

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**Homework for Wk. 11 – Read & Take Written Notes - Othello**  
**In Class: Othello Worksheet**

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Week 11      Drama: **William Shakespeare** *Othello* (1604)  
 (Nov 5)      A Study of William Shakespeare p. 1171 - 1180  
 In Class: *The Elements of Drama Continued*  
 Assign Group Topics & Critical Approach for (SECOND) Critical Essay

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**Homework for Wk. 12 – Read & Take Written Notes on Othello**  
**Writing: Thesis Statement, Outline & Works Cited for (THIRD) CRITICAL APPROACH RESEARCH ESSAY**

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Week 12      Drama: **William Shakespeare** *Othello* (1604)  
 (Nov 12)      In Class - *Brainstorm critical approach & possible thesis statements for Semester Paper*

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**Homework for Week 13 – Read & Take Written Notes on Drama**  
**Writing: First Draft (THIRD PAPER) CRITICAL APPROACH RESEARCH ESSAY**  
**(Bring 2 Paper Copies to Class)**

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Week 13      Drama: **William Shakespeare** *Othello* (1604)  
 (Nov 19)      In Class: Peer Reviews and *Individual Review of Thesis Statements & Works Cited with Instructor*

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**No Class – Week of November 25<sup>th</sup> – Thanksgiving Break**

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**Homework for Wk. 14 -**  
**Writing: Finish (THIRD PAPER) CRITICAL APPROACH RESEARCH ESSAY**  
**– Due by Noon through blackboard on 12/9 (also bring a paper copy in class)**  
**– NO LATE PAPERS ACCEPTED / Submit Through Blackboard**

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Week 14      Oral Presentations  
 (Dec 3)      In Class - Review for Final  
 (Note: Last Day to Withdraw from Class is 12/9 in person at registrar)

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**Homework for Wk. 15 - Review for Final Exam**

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Week 15      Final Exam – TBD whether it will be e-mail or in-class.  
 (Dec 10)      Textbook and notes only - No online sources.

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Note: Changes to Syllabus at Instructor's Discretion.

**Literature & Composition / Eng 102**  
Spring 2019

Judith D. Rametta, B.S., M.A.

[jrametta@trcc.commnet.edu](mailto:jrametta@trcc.commnet.edu) / 401-219-0109

Office Hours – Tuesdays evening or Fridays by appointment (text or call in advance) – Office D205E

**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. Students will be asked to respond to or present some aspect of the assigned reading to contribute to class discussion.

**ATTENDANCE AND CLASS PARTICIPATION - (10%) - Weekly**

Attendance is taken at the beginning and end of each class, and being absent at the beginning or end of class counts as an absence. Attendance points are earned for your attendance/participation in class.

**HOMEWORK, ATTENDANCE AND CLASS PARTICIPATION - (10%) – Weekly**

Homework and in class assignments are due in class and can only be handed in late with an excused absence. Sending homework via e-mail during or after the start of class time will not be accepted.

In-class quizzes will occur to reinforce reading and determine proficiency of in class concepts gathered from note taking and discussion. Please put your name on all homework and put it in the class folder.

**(FIRST) RESPONSE ESSAY / SHORT FICTION - (10%)**

Reader 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 **5-page** paper that will focus on the **reader response critical concept** (as discussed in class). Students may also choose to compare/contrast some literary element of two or more of the readings.

Students will choose a poem, short story or drama that highlight various authors and their work. This paper is from a reader response perspective and uses this critical approach to do an analysis of the piece from the reader's point of view. Secondly, it will also inform the reader of the background of the author and may include brief biographical info, 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 is writing. Brief plot summary may be incorporated to explain the characters (protagonist, antagonist, etc. and point of view (first person, third person, omniscient, etc.) but plot summary is not the focus of the paper. Please prepare a synopsis to present to the class on the date assigned to each student. All literary reference sources will be on a "Works Cited" page at the end of the paper. **FINAL PAPERS MUST ALSO BE SUBMITTED TO DIGICATION.**

**Format:**

1. **5 Pages**, typed, double-spaced, MLA documentation, 12pt. font (non-script font) and 1" margins.
2. You can rely on your textbook or source of printed text of your piece as well as 2 additional outside source, all will be listed on a Works Cited page (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.**

**MID-SEMESTER EXAM - (15%)**

This will be a comprehensive mid-semester exam. It will be based on identifying passages and literary concepts 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 textbook.



**(SECOND) CRITICAL ESSAY/ POETRY- (20%)**

The second critical essay will involve further research of literary sources with at least 2 outside Sources (journal articles and books) as well as the textbook. Citation from each source is required on the written Works Cited page. Student will each choose a critical approach and write a paper with a length of **7-page paper per student**.

**Format:**

1. **7 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 listed on a Works Cited page (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 long direct quotations. 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.**

**(THIRD) CRITICAL APPROACH RESEARCH ESSAY/GROUPS & ORAL PRESENTATION – (20%)**

**This is a thesis driven paper that should contain a chosen critical approach and analysis of your choosing based on the drama, Othello by William Shakespeare**

Students must determine a position and express it as a thesis that is their own. Your thesis may be developed in a variety of ways including such as comparing/contrasting protagonists or themes from different texts. A written critical assessment of a text that begins with your thesis and the development of an argument supported by textual evidence, support from research of literary critics and an in-depth assessment of the literary text based on genre, author and historical context as well as a chosen critical approach.

Groups will be formed for the purpose of in class collaboration, peer review and collegial cooperation, however papers are graded independently.

Oral Interpretation of Literature and Peer Review are integral parts of this project. In this presentation, you should consider your audience and understand that a simple reading of your paper will be insufficient. Each group will be evaluated by the class, as well as by me, so please be creative. Presentations should incorporate audio and/or visual aids, such as power point, posters, handouts, audio clips, etc. **The presentations will be by group and last 15-20 minutes (5 minutes per presenter)**. You 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.

**Format:**

1. **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 listed on a Works Cited page (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 long direct quotations. If you use more than two words of a source, you must use quotation marks and a citation. **Remember, too, that in your essay all ideas, whether paraphrased, summarized or quoted, must be documented according to MLA Style.**

**FINAL EXAMINATION – 15%)**

This will be a comprehensive final exam but focused on the readings in the second half of the semester. It will be based on identifying passages from the various texts and a discussion of their relevance along with a short essay 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.

[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.]

*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 \_\_\_\_\_

<p>Name &amp; Address (Print):</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Telephone &amp; E-Mail:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>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.</p> <p>Initials _____</p>	<p>Note: Computers are available in the Computer lab at TRCC for students who do not have personal computers in their homes.</p>
<p>Degree:</p> <p>_____</p> <p>_____</p>	<p>English Courses Completed:</p> <p>_____</p> <p>_____</p>
<p>Areas of Academic Interest:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What are you hoping to study during this class? (Authors, Texts, Ideas)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>