

ENG 102: Literature and Composition
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As this is an online course, it will be necessary for you to log into Blackboard at least three times a week. On **Monday**, the weekly unit will become available. You will be required to read and respond to a Discussion Board question by **Wednesday**. Replies to at least two of your classmates' Discussion Board responses are due on **Friday**. If there is a written assignment due, it must be turned in by **Sunday** at midnight. ***I do not accept late work.*** It is your responsibility to complete the work and have access to a computer in order to meet deadlines.

Before you email me or post a question on the Questions About the Course Discussion Board, I expect you to ***check the syllabus***. If you ask a question covered by the syllabus, that is where I will direct you. Questions about grades should **never** be posted on the Questions About the Course Discussion Board.

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 TEXT

The Bedford Introduction to Literature. Eleventh edition. Ed. Michael Meyer.

LEARNING OUTCOMES

Upon successful completion of this course, students should be able to:

- identify the literary genres of poetry, fiction, and drama, and some of the forms and structures within those genres
- recognize the basic elements of criticism (theme, tone, point of view, characterization, and figurative language) and use those elements in analysis
- develop a perspective about meaning and structure in works of literature, and support that perspectives using evidence from the text
- provide evidence of effective writing strategies including planning, revision, proofreading, and reflection on writing choices
- successfully complete a research essay that engages a peer-reviewed academic source
- use correct MLA citation.

ASSIGNMENTS

Videos

Sometimes our weekly unit will include a Youtube video. These videos are required viewing. Typically, they will be the subject of that week's Discussion Board question.

Essays

You will be asked to write three formal essays on topics generated from your reading and class discussions.

For the first essay, your first draft will be read and commented upon by your instructor. Armed with this feedback, you will complete a substantive revision. **You must also write a cover letter** (half a page to a page) **reflecting upon the revision process**. This will be submitted along with your final draft for a grade. **Only final drafts are graded!** If you have not turned in a first draft, one whole letter grade will be deducted from the grade of your final draft.

For the second essay, you will write a first draft that will be read and commented on by the instructor. As with the previous essay, you must write a cover letter. This will be submitted along with your final draft for grade.

The third essay will be a research essay. Using an academic database, you will locate a published peer-reviewed academic essay on your chosen text. Then you will write an essay in which you summarize the essay, reflect on its argument, and make your own unique connections to the text. **Only one draft -- the final draft -- will be submitted, along with a cover letter reflecting upon the research process.**

All essays will be graded on the quality of the finished product. If you fail to submit any of the required work (e.g., the cover letter), your grade will be affected.

Submission of all assigned work is required to pass this course. All work must be completed on time and according to MLA format. **Late work will not be accepted unless an extension is requested 48 hours in advance.** If you turn in a draft of an essay late for any reason, **you will not receive feedback from the instructor.**

Reading Responses

There will be weeks in which you are asked to reflect upon what you have read by writing a response. This response will typically be *at least one typed pages in length* (minimum 450 words). Although these responses are fairly informal, I expect you to seriously engage in the ideas and issues the texts present. Responses *must* be submitted the week they are assigned. **Late responses will not be accepted.**

Journals

Journals are submitted at the end of the semester. Every handout will include Journal Topics; you should choose one and answer it in about 300-450 words. **Please note that there will not be a journal for every week of the course, only those weeks that include handouts.**

CLASS PARTICIPATION

In order to foster an intellectual community, all students must come to class prepared to take an active role in discussion. The instructor will facilitate these interactions and provide prompts when needed, but students are expected to engage each other directly on Discussion Boards. If a Discussion Board topic has been posted that week (as one will be on most weeks), **all students must post a response by Wednesday of that week at midnight.** These responses will be graded on a 3-point scale.

- A 3-point response is submitted on time, It addresses the prompt question in a unique and compelling way, demonstrating both comprehension and genuine intellectual curiosity. A 3-point response not only advances the understanding of the whole class, it also spurs productive discussion.
- A 2-point response is submitted on time. It addresses the prompt question in a way that demonstrates comprehension (though perhaps not exceptional insight) and provides fodder for discussion. A 2-point response is the equivalent of a B/B- grade.
- Late responses will only be eligible for 1 point. A response may also receive only 1 point if it is incomplete, difficult to understand, and/or shows clear signs of being hastily written. A 1-point response does not meet the minimum requirements of the prompt.

In addition to posting your own Discussion Board response on Wednesday, **you are also required to reply to at least two of your classmates' responses by Friday at midnight.** You will receive 1 point for each reply. Ideally, you will be receiving 5 full points a week for Discussion Board activity every week that a Discussion Board is posted.

FINAL GRADES

Essay #1	15%
Essay #2	20%
Essay #3	20%
Journal	5%
Discussion Board	25%
Reading responses	15%

COURSE POLICIES

Plagiarism

Plagiarism is the intentional use of someone else's words or ideas. It is a serious violation of academic standards that is subject to one or more of the following penalties: a failing grade for the paper, a failing grade for the course, and/or a report to the administrative authorities for appropriate action. Please familiarize yourself with the Academic Integrity policy in our online catalogue.

You are encouraged to bring your work to the Writing Center. However, it is not appropriate to receive help from any other source (e.g., parents, friends, partners, etc). You should be the sole author and owner of your work.

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	
Matt Liscum (860) 215-9265	<ul style="list-style-type: none">• Physical Disabilities• Sensory Disabilities• Medical Disabilities• Mental Health Disabilities
Chris Scarborough (860) 215-9289	<ul style="list-style-type: none">• Learning Disabilities• ADD/ADHD• Autism Spectrum

WITHDRAWAL FROM CLASS

Up to May 8th, a student may officially withdraw at the Registrar's Office. A student who stops attending class, but does not officially withdraw, will receive an F for the course.

MESSAGES AND CONFERENCES

If you need to reach me, please email me. I am generally available to talk by phone or Skype on Wednesdays and Fridays. I would like to meet with everyone in the class at least once over the course of the semester, so please don't hesitate to reach out!

EMAIL COMMUNICATIONS

I encourage you to communicate with me via email; however, please be mindful that any email communication with me should be regarded as a formal communication. In addition, although I

usually respond to emails within 24-36 hours, if you send an email between late Friday and Sunday, I will respond beginning the following Monday. If I do not respond within 72 hours, please do not hesitate to email me again.

Sign up for MyCommNet Alert!

myCommNet Alert is a system that sends text messages and emails to anyone signed up in the event of a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather.

All students are encouraged to sign up for myCommNet Alert. A tutorial is available on the Educational Technology and Distance Learning Students page of the web site:

http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html

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 860 215 9280.

ENG 102 TENTATIVE SCHEDULE OF ASSIGNMENTS

Reading assignments are from *The Bedford Introduction to Literature* unless otherwise noted. If you find errors in the syllabus, please let me know!

WEEK 1 (8/27 - 9/1)

Read

- Bedford Introduction to Literature
 - Introduction (1-7)
- Blackboard
 - Handout: Introduction

Write

- Discussion Board: Welcome, All!

WEEK 2 (9/3 - 9/8)

Read

- Bedford Introduction to Literature
 - Reading Fiction Responsively (13-14)
 - "The Story of an Hour" (15-16)
 - Writing About Fiction (46-47)
 - Questions for Responsive Reading and Writing (47-49)
- Blackboard
 - Handout: Active Listening, Active Reading

Write

- Discussion Board: The Story of an Hour

Don't forget to complete the Syllabus Quiz!

WEEK 3 (9/9 - 9/15)

Read

- Bedford Introduction to Literature
 - Plot (66-67)
 - "Tarzan of the Apes" and analysis (69-75)
 - "The Flowers" (75-76)
 - "A Rose for Emily" (78-83)
 - A Sample Close Reading and A Sample Student Response (86-88)
 - Theme (247-250)

Write

- Discussion Board: A Rose for Emily

WEEK 4 (9/16 - 9/22)

Read

- Bedford Introduction to Literature
 - Character (107-108)

- Excerpt from "Hard Times" and analysis (108-112)
- A Sample Student Response (pages 107-114)
- "The Ice Palace" (168-184)
- Blackboard
 - Handout: Close-Reading
 - **Handout: Essay #1: The Conversation Essay**

Write

- Discussion Board: The Ice Palace
- Journal
 - Respond to at least one of the Journal Topics in the Close-Reading handout

WEEK 5 (9/23 - 9/29)

Read

- Bedford Introduction to Literature
 - Setting (159-161)
 - Point of View (195-200)
 - Symbolism (220-223)
 - "Battle Royale" (227-236)
 - A Sample Close Reading and A Sample Student Response (238-240)
- Blackboard
 - Handout: Point of View on Setting

Write

- Reading response
- Journal
 - Respond to at least one of the Journal Topics in the Point of View on Setting handout

WEEK 6 (9/30 - 10/6)

Read

- Bedford Introduction to Literature
 - Style, Tone, and Irony (272-276)
- Composition readings
 - "They Say, I Say" by Graff and Birkenstein
 - "Writer-Based Prose" by Linda Flower

Write

- ★ **First draft of essay #1 (on Sunday 10/6 by midnight)**

WEEK 7 (10/7 - 10/13)

Read

- Bedford Introduction to Literature
 - Reading Poetry (589)
 - *Dog's Death* (592)
 - The Pleasure of Words (593-594)
 - "Oh, Oh" and A Sample Close Reading
 - *Catch* (596)

- A Sample Student Analysis (597-600)
- Suggestions for Approaching Poetry (606-607)
- Blackboard
 - Handout: Reading Poetry

Write

- Discussion Board: What Should a Poem Do?
- Journal
 - Respond to at least one of the Journal Topics in the Reading Poetry handout

WEEK 8 (10/14 - 10/20)

Read

- Bedford Introduction to Literature
 - *l(a)* (603)
 - Writing about Poetry: From Inquiry to Final Paper (627-628)
 - Questions for Responsive Reading and Writing (628-629)
 - A Sample Close Reading (630-631)
 - A Sample Student Analysis (632-634)
 - *To His Coy Mistress* (647-648)
 - *Marvell Noir* (649-650)

Write

- Discussion Board: Revision
- ★ **Final draft of essay #1 (on Sunday 10/20 by midnight)**

WEEK 9 (10/21 - 10/27)

Read

- Bedford Introduction to Literature
 - Word Choice, Word Order, and Tone (635-640)
 - A Note on Reading Translations (665-666)
 - Three Translations of a Poem by Sappho (666-668)
- Blackboard
 - **Handout: Essay #2: The Critical Essay**

Write

- Reading Response
 - Considerations for Critical Thinking and Writing: *Marvell Noir*, questions 1 and 2
 - Connection to Another Selection: *Marvell Noir*, question 1

WEEK 10 (10/28 - 11/3)

Read

- Bedford Introduction to Literature
 - Images (669-670, 688-699)
 - *Dover Beach* (674)
 - Sounds (730-742)

Write

- Reading Response
 - Considerations for Critical Thinking and Writing: *Dover Beach*, questions 1-5

WEEK 11 (11/4 - 11/10)

Read

- Bedford Introduction to Literature
 - Patterns of Rhythm (754-762)
 - *The Foot* (764)
 - *When I was one-and-twenty* (765)
 - *Pro Snake* (765)
 - *The Lamb* (768)
 - *The Tyger* (768)
- Blackboard
 - Handout: Reason and Rhythm

Write

- **First draft of Essay #2** (due **Sunday 11/10** by **midnight**)
- Discussion Board: Songs of Innocence and Experience
- Journal
 - Respond to at least one of the Journal Topics in the Reason and Rhythm handout on Blackboard

WEEK 12 (11/11 - 11/17)

Read

- Bedford Introduction to Literature
 - Reading Drama (1077-1080)
 - *Trifles* (1080-1089)
 - A Sample Close Reading (1090-1091)
 - Elements of Drama (1094-1098)
- Blackboard
 - Handout: Accessing Drama

Write

- Discussion Board: Trifles
- Journal
 - Respond to at least one of the Journal Topics in the Accessing Drama handout on Blackboard

WEEK 13 (11/18 - 11/24)

Read

- Bedford Introduction to Literature
 - Writing about Drama (1114-1115)
 - Questions for Responsive Reading and Writing (1115-1116)
 - Critical Strategies for Reading (1640-1664)
 - *Death of a Salesman* (1496-1560)
- Blackboard
 - **Handout: Essay #3**

Watch

- Two versions of *Death of a Salesman*

Write

- Discussion Board: Death of a Salesman
- ★ **Final draft of Essay #2** (due **Sunday 11/24** by **midnight**)

THANKSGIVING BREAK (11/28 - 12/1)

WEEK 14 (12/2 - 12/8)

Read

- Bedford Introduction to Literature
 - A Sample Student Paper (1117-1119)
 - The Literary Research Paper (1694-1710)
- Blackboard
 - Handout: Reading Visual Media

Write

- Discussion Board: Research
- Journal
 - Respond to at least one of the Journal Topics in the Reading Visual Media handout on Blackboard

WEEK 15 (12/9 - 12/15)

Read

- Bedford Introduction to Literature
 - Theatrical Conventions of Greek Drama (1122-1126)
 - An Album of Contemporary Humor and Satire (1465-1466)
 - “On the Value of Comedy in the Face of Tragedy” (1345-1346)
- Blackboard
 - Handout: Tying it All Together

Write

- Journal
 - Respond to at least one of the Journal Topics in the Tying it All Together handout on Blackboard
 - ★ **Final draft of Essay #3** (due **Sunday 12/15** by **midnight**)
 - ★ **Journal** (due **Sunday 12/15** by **midnight**)