

# ENG 102, Literature and Composition, Hybrid– Fall 2014

**Instructor:** Terence McNulty

**Meeting Time:** M 2:50-4:00 (Snow 505) AND ONLINE

**Email:** tmcnulty@mxcc.commnet.edu

**Phone:** (860) 343-5889

**Office:** Snow 520

**Office Hours:** M: 11-1, T: 12:30-1:30, W: 1-3, R: 12:30-1:30 (and by appointment)

**Credit/Clock Hours:** 3 credits, 160 minutes per week

**CRN:** 3171

**Prerequisites:** Grade of C or better in English 101.

## Course Description:

Students will learn how to develop valid interpretations of literature through careful, thoughtful reading of fiction, poetry, drama and the essay. They will be introduced to literary terminology and the standard critical approaches. They will learn how to use various levels of source materials, and also how to clearly express their views about literature in expository writing, including essays with formal research documentation. **This is a hybrid course, which requires both in-class and online coursework. We'll do the "literature" instruction in the classroom and the "writing" instruction online.**

## Required Texts:

- McMahan, Elizabeth et al. *Literature and the Writing Process*. 10<sup>th</sup> edition.
- Use of Blackboard is required.

## Grading:

In this class, you will write **nine essays**. You will be required to write 2 interpretive and one research essay. The two interpretive essays will be approximately 3-5 pages in length, and the research essay will be approximately 4-6 pages in length. You will also be graded on 6 one page papers. Beyond this, you will also be graded on quizzes and a midterm and final exam.

You are may rewrite any essay. Original drafts must accompany every revision.

- A and B papers are well above average in critical analysis, style, and mechanics.
- C papers are average college work, with grammatical, organizational, or developmental problems that distract from the easy flow of the essay. C papers may also suffer from insufficient analysis of the texts in question.
- D or F papers are those that do not meet the assignment, contain numerous errors, are not logically organized or lack substantial development of their main idea.

- Interpretive Essays (2): 25%
- Interpretive with Research: 15%
- 5 One Page Papers: 20%
- Quizzes/Discussion Boards: 10%
- Midterm: 10%
- Final: 10%
- Participation, in class and online: 10%

**Papers are due at the beginning of class, and late papers lose 5 points per day late. A paper not submitted during class will lose five points automatically (thus the first day late constitutes a ten point loss in grade).**

### **Additional Syllabus Information**

For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather/emergency closings, and more, please go to the following website: [www.mxcc.edu/catalog/syllabus-policies/](http://www.mxcc.edu/catalog/syllabus-policies/)



## Course Objectives and Outcomes

Students will learn fundamental elements of poetry, drama, fiction, and the literary essay; they will learn fundamentals of literary criticism as a means of approaching literary texts; they will learn how to incorporate both source materials and their own ideas in properly documented essays. Overall, they will increase their appreciation of literature, their skill in reading it, and their ability to convey ideas about it.

<i>Instructional Unit</i>	<i>Specific Objectives of Instructional Unit</i>  (The specific objectives reflect the behavioral outcomes, which include what the student will be able to do at the completion of the unit. Evaluation is then to be based on the student's accomplishment of these objectives.)
Reading matter	The student will: <b>read works</b> of recognized merit in poetry, drama, fiction and the essay, the readings to be drawn from a variety of historical eras <b>read works</b> of literary criticism—both primary and secondary sources
Discovery	<b>learn about</b> the historical, social, cultural, and creative contexts that influence the writing of literature from period to period <b>learn about</b> the relationship between the literature and the lives of the writers
Analysis	<b>learn to interpret</b> literature on the basis of textual evidence <b>learn to recognize</b> and understand the value of standard literary elements and devices within literary works <b>learn to recognize</b> conventional themes within and among literary works learn to distinguish between generally-held and private interpretations, and to accept that there may be more than one valid interpretation of a given work <b>learn about evaluating</b> literature by means of various strategies of literary criticism
Writing	<b>write formal</b> documented essays combining personal analysis with professional analysis gathered from critical texts <b>write examinations</b> in acceptable prose, demonstrating a grasp of the elements listed above

This course is important because you will strengthen your ability to analyze and write about literature. Additionally, English 102 meets all general education core competencies but one: Mathematical Reasoning.

- **Communication:**  
The interactive process through which there is an exchange of verbal and/or nonverbal information.

- **Cultural Awareness:**  
Acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next.
- **Social and Civic Responsibility:**  
Behavior that demonstrates adherence to legal/ethical standards established by society.
- **Critical Thinking:**  
Modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.
- **Mathematical Reasoning:**  
Determination of approach, materials, and strategies necessary to solve a problem.
- **Technology Utilization:**  
Use tools of the trade to achieve a specific outcome.

These core competencies are important personally, academically, and professionally. The outcomes, as stated in the syllabus, are covered in this course. This course may be used to meet program requirement in General Studies and other select programs.

### **In Order to Succeed in This Course**

Please keep in mind that this course is rigorous. It requires you to manage your time well, employ good study skills and keep ahead of assignments.

## Plan of Study, English 102, McNulty

All readings are in your anthology unless otherwise noted. Readings listed beside a date are **due that day**. Classroom work is in plain font, *online work is italicized*.

### Unit One: Poetry

8/27: *Posted: "Essay Writing" PowerPoint.*

9/1: **NO CLASS, LABOR DAY**

9/3: *DUE: 1. Quiz, Essay Writing PowerPoint.  
2. Discussion Board One*

*POSTED: "One Page Papers" Powerpoint.*

9/8: Course introduction and overview. "The Sandpiper" and "A Long Walk" (handouts). "In Second Grade Miss Lee I Promised Never to Forget You and I Never Did" (687). "The Flea" (585). "Design" (614).

9/10: *DUE: 1. Quiz, "One Page Papers" PowerPoint.  
2. Discussion Board Two.*

*POSTED: Assignment, One Page Paper 1.*

9/15: "Ode on a Grecian Urn" (595). "Mother to Son" (554). "Fog" (615). "Pied Beauty" (604). All Emily Dickinson Poems (600-603). "Danse Russe" (617). "The Red Wheelbarrow" (617). "Not Ideas about The Thing, But the Thing Itself" (handout). "The Emperor of Ice Cream" (handout).

9/17: *DUE: One page paper one.*

*POSTED: Major Paper PowerPoint.*

9/22: "A Valentine" (handout). "With His Venom" (handout). "How Do I Love Thee? Let Me Count the Ways" (handout). "Steps" (handout). "Biography" (645). "The Love Song of J. Alfred Prufrock" (618).

9/24: *DUE: One page paper two.*

*Quiz, "Major Paper PowerPoint."*

9/29: The L=A=N=G=U=A=G=E movement and the contemporary field (handout). "Liberating a Pillar of Tortillas" (handout). "A Valediction Forbidding Mourning" (586).

10/1: *DUE: Major Paper One.*

*POSTED: Writing about Short Fiction PowerPoint.*

## **Unit Two: Short Fiction**

10/6: “This Is What It Means to Say Phoenix, Arizona.” (388). “The Lottery” (133).

10/8: DUE: *Quiz, “Writing about Short Fiction” PowerPoint.  
Discussion Board 3.*

10/13: “A&P” (440). “Everyday Use” (154). “Hunters in the Snow” (166).

10/15: DUE: *One page paper 3.*

10/20: **Midterm Exam.**

10/22: DUE: *One page paper 4.*

10/27 “Hills Like White Elephants” (276). “Eveline” (2).

10/29: DUE: *Discussion Board Four.*

11/3: “Maura Takes the Multiple Choice Test of Her Life So Far” (BlackBoard). “Where Am I?” (BlackBoard).

11/5: DUE: *Major Paper 2.*

*POSTED: “Writing the Literary Research Paper” PowerPoint.*

## **Unit Three: Drama/Othello**

11/10: Act I (882-901)

**Tuesday, November 11th is the last day to withdraw from classes.**

11/12: DUE: *1. Quiz, “Writing the Literary Research Paper” PowerPoint  
2. Discussion Board 5.*

11/17: Act II (901-917). Introduction to research.

11/19: DUE: *One Page Paper 5.*

11/24: Act 3 Scene 1 – Act 3 Scene 3 (918-932).

11/26: DUE: *One Page Paper 6.*

12/1: Act 3 Scene 4 – Act 5 Scene 1 (932-956).

12/3: DUE: *Major Paper 3.*

12/8: – Act 5, Scene 2 (956-966). Review for final exam.

12/15: – **IN CLASS FINAL EXAM (1:30-4).**