

**ENGLISH 102: COMPOSITION & LITERATURE COURSE SYLLABUS  
FALL 2018  
MIDDLESEX COMMUNITY COLLEGE  
LYNN M PATARINI, INSTRUCTOR**

**COURSE NUMBER/DAY & TIME:** CRN 3235

**CLASS LOCATION:** On-line

**COURSE PREREQUISITE:** Either ENG\*101ALP, [ENG\\*101E](#), or ENG\*101 with a “C” or better.

**COURSE CREDIT:** 3 credit hours; 3 lecture hours a week

**INSTRUCTOR:** Lynn Patarini

**OFFICE HOURS:** By appointment.

**E-MAIL:** [LPatarini@mxcc.commnet.edu](mailto:LPatarini@mxcc.commnet.edu) Please put [ENGLISH 102](#) in subject line

**LAST DAY TO WITHDRAW WITHOUT ACADEMIC PENALTY IS NOVEMBER 26TH**

**REQUIRED TEXTS AND OTHER LEARNING MATERIALS:**

- *Literature and the Writing Process*, 11<sup>th</sup> edition, edited by Elizabeth McMahan, Robert Funk, Susan X. Day, Linda Coleman
- A personal computer or knowledge of when and where you can access a computer (at MXCC computer lab in Wheaton Hall or MXCC Library in Chapman Hall.) \*\*
- Access to Blackboard Learn & your college email\*\*  
**\*\*Required for online courses\*\***

“A word after a word  
after a word is power.”  
Margaret Atwood



**COURSE DESCRIPTION:** Students will learn how to develop interpretations of literature through reading short fiction, poetry, drama, and essays. They will be introduced to literary terminology and to standard critical approaches. They will also learn how to use source materials in order to clearly express their views about literature in several argumentative essays, which includes at least one research essay.

**GENERAL OBJECTIVES OF THE COURSE**

**WRITTEN COMMUNICATION (DESIGNATED, FULL COMPETENCY)**

- Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

**CRITICAL ANALYSIS AND LOGICAL THINKING (FULL COMPETENCY)**

- Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.

**CONTINUING LEARNING/INFORMATION LITERACY (FULL COMPETENCY)**

- Students will be able to use traditional and digital technology to access, evaluate, and apply information to the needs or questions confronting them throughout their academic, professional, and personal lives.

**APPRECIATION OF THE ETHICAL (FULL COMPETENCY)**

- Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems.

<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.)
	The student will:
Reading matter	<ul style="list-style-type: none"> <li>• read works of recognized merit in poetry, drama, fiction and the essay, the readings to be drawn from a variety of historical eras.</li> <li>• read works of literary criticism—both primary and secondary sources.</li> </ul>
Discovery	<ul style="list-style-type: none"> <li>• learn about the historical, social, cultural, and creative contexts that influence the writing of literature from period to period.</li> <li>• learn about the relationship between the literature and the lives of the writers.</li> </ul>
Analysis	<ul style="list-style-type: none"> <li>• learn to interpret literature on the basis of textual evidence.</li> <li>• learn to recognize and understand the value of standard literary elements and devices within literary works.</li> <li>• learn to recognize 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.</li> <li>• learn about evaluating literature by means of various strategies of literary criticism.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• write formal documented essays combining personal analysis with professional analysis gathered from critical texts</li> <li>• write examinations in acceptable prose, demonstrating a grasp of the elements listed above.</li> </ul>

**COURSE REQUIREMENTS- OVERVIEW:**

1. Course materials will be delivered via Blackboard and will enable student to complete their academic work in a flexible manner, completely online.
2. The “lectures” for this course consist of videos, and readings from the text. Videos will be posted on Blackboard for students to access.
3. Reading assignments must be completed before completing the discussion forum. Questions may be posted on the discussion forum to assure that the readings have been completed, the materials understood, and to stimulate class discussion.
4. Assignments must be turned in on time. **Late work will not be accepted.** Instructor reserves the right to modify this rule only in exceptional cases.
5. Your grade is the average of points earned and total possible points based on the results of:

**“LETS TRY TO MASTER THE TASK INSTEAD OF CONCENTRATING ON THE SCORE”**

Syllabus Quiz	(80 points)	80 points
Discussion Boards	(20 points each)	220 points
Fiction Short Paper	(200 points)	200 points
Poetry Board	(200 points)	200 points
Drama Short Paper	(200 points)	200 points
Final Reflection	(100 points)	<u>100 points</u>

Total: 1000 points

**I DO NOT ACCEPT COMPLETED ASSIGNMENTS BY EMAIL.  
ALL MATERIALS MUST BE UPLOADED IN THE CORRECT FORMAT.**

**DISCUSSION BOARD:**

The discussion boards consist of an initial discussion question or prompt. Each student is responsible for an initial post and then responding to at least four classmates. When responding please be aware of tone and word choice. Always decide to be kind.

Each student must post his/her individual response on the Discussion Board by 11:59 pm on Wednesdays. **Late submission will not be accepted.**

Students must interact with other students in the course by posting questions and addressing the initial posts of **Three** of their classmates. Response posts are due by Sunday evening, 11:59 pm. These responses must be informative and contribute to the advancing knowledge of the topic. Add something to the overall conversation. “Good job,” or “nice post,” are not acceptable.

### Initial Post: Due Wednesdays

- 150-200 words in length – no more no less (refers only to the body of your response)
- 12 font – Times New Roman
- Proper grammar, punctuation, and sentence structure
- **If you cite a source, in text citations and references required.**
- Please note that all rules in regards to plagiarism and proper citations must be followed.
- \*\*\*\*When you have a question about citing information correctly – ASK FOR HELP!\*\*\*\*

### Response Posts: Requirements: Due Saturdays

- Respond to at least 3 classmates’ initial posts.
- Each post must be at least 125 words in length.
- 12 font – Times New Roman
- Proper grammar, punctuation, and sentence structure

**Student are expected to adhere to the Netiquette Guide as well as the Discussion Grading Rubric when posting to the discussion board.**

### ADA ACCOMMODATION STATEMENT

“Students with physical or learning disabilities who may require accommodations are encouraged to contact the Counseling Office. After disclosing the nature of the disability, students are urged to discuss their needs with individual instructors. This should be done at the beginning of each semester. Instructors, in conjunction with appropriate college officials, will provide assistance and/or accommodations only to those students who have completed this process.” For more information, contact the Disability Support Services (D.S.S) at 860-343-5879.

### ACADEMIC HONESTY STATEMENT

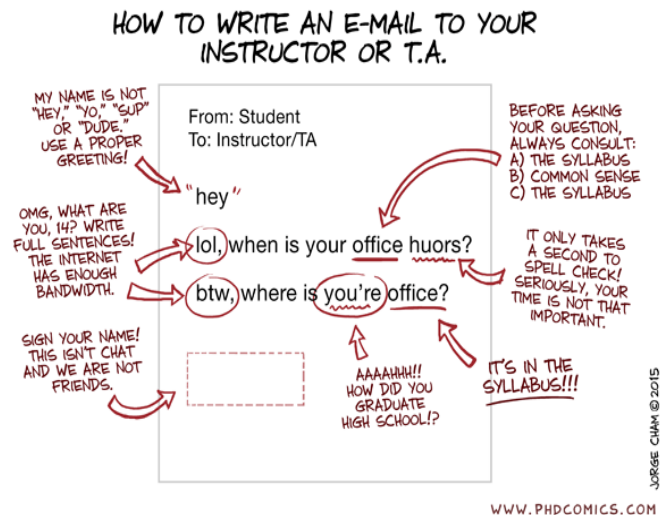
“At Middlesex Community College we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Trustees’ Proscribed Conduct Policy in Section 5.2.1 of the Board of Trustees’ Policy Manual. This policy prohibits cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, plagiarism, and other proscribed activities. Plagiarism is defined as the use of another’s idea(s) or phrase(s) and representing that/those idea(s) as your own, either intentionally or unintentionally.”

### PLAGIARISM:

Be wise. Most students do not need to be told to be wise about plagiarism, which literally means “kidnapping” another’s words or ideas and expressing them as your own. Plagiarism is a highly literary and academic offense. Offenders in this course will receive no credit for the assignment in question.

### RELIGIOUS ACCOMMODATION STATEMENT

If your religious obligations conflict with the course calendar requirements, and if you wish to request an accommodation, you must make your request in writing prior to the date of the assessment or activity you will miss and preferably at the beginning of the semester. When requesting a make-up quiz, test, exam, assignment, or activity, state the reason for your



request and the date(s) on which your religious obligation(s) will conflict with the course calendar requirements. Also, if your religious obligation/holiday is unfamiliar to your instructor, you may be asked to provide a calendar which shows the published date(s) of your religious observance(s) or holiday

### **INCLEMENT WEATHER STATEMENT**

No need for this because we are on line! Unless the whole state shuts down, the course continues.

#### Radio Stations

WMRD 1150 am  
WDRC 102.9 fm and 1360 am  
WMMW 1470 am  
WRCH 100.5 fm  
WTIC 1080 am, 96.5 fm  
WZMX 93.7 fm  
WELI 960 am, WKCI 101 fm

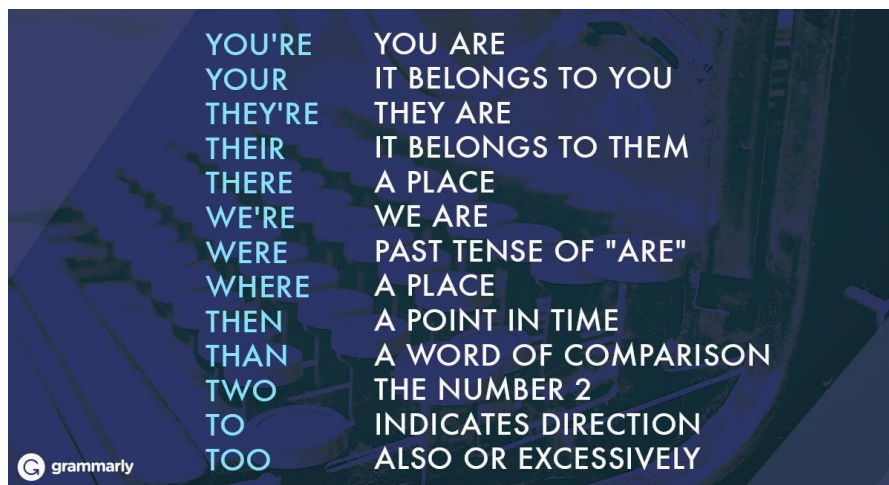
#### Television Stations

WFSB - 3  
WTNH - 8  
WVIT - 30

### **WITHDRAWAL POLICY**

You may withdraw from this class any time before the end of the 11th week of the semester. A completed and signed withdrawal form must be on file in the Records Office by the deadline in order to receive a “W” on your transcript. If you fail to complete this process on time, you will receive a letter grade at the end of the semester, which will include zeroes for any work not submitted. Course withdrawals may affect financial aid and veteran’s benefits. Please make this decision carefully and with the help of your advisor. See the Academic Calendar and the College Catalog for specific dates and procedures regarding the withdrawal process.

**FOR MORE INFORMATION, PLEASE VISIT:** <http://mxcc.edu/catalog/academic-policies>



**CALENDAR**

This is a tentative schedule which will change according to each class's needs. You are responsible for noting any changes that occur.

**Check The Weekly Content Folder!**

**Our class runs from Sunday to Sunday 11:59 p.m.**

	<u>Date</u>	<u>Theme</u>	<u>Reading</u>	<u>Assignment</u>
WK 1	24 Sep	Welcome M.L.A. Formatting - Library Session	Chapter 5 Pgs. 68-82	Quiz
WK 2	30 Sep	Structure of Fiction "Eveline"	Chapters 1 & 2 Pgs. 2-38	Fiction Project Asg.
WK 3	7 Oct	"Everyday Use"	Read pgs. 48-63 & 146-174	
WK4	14 Oct	Constructing Themes	Read pgs. 176-192	
WK 5	21 Oct	Project Discussion		Fiction Project Due
WK 6	28 Oct	Introduction to Poetry "Unknown Citizen"	Read pgs. 432-436 & 394-403	Poetry Literary Poster Asg.
WK 7	4 Nov	"Funny Blues" & "Barbie Doll"	Read pgs. 415-418, 541, & 560	
WK 8	11 Nov	Modern Poetry		Poetry Literary Poster Due
WK 9	18 Nov	Literary Drama	Read pgs. 628-633 & 675-676	Drama Paper Asg.
WK 10	25 Nov	"Antigone"	Read pgs. 633-664	
WK 11	2 Dec	"Antigone"		Drama Paper Due Final Reflection Asg.
WK 12	9 Dec	Reflection		Final Reflection Due

	<b>Novice</b>	<b>Needs Work</b>	<b>Competent</b>	<b>Excellent</b>
<b>Thesis</b>	Either no thesis is present, or the thesis is entirely inappropriate for the subject matter or genre.	The thesis is not functioning as a controlling idea. There may be ideas here yet the essay wanders or the governing idea is simplistic or cliché.	Thesis is present and clear, yet it could be more developed.	The writer has clearly indicated a thesis that guides and structures the essay. The thesis is appropriate complex for the scale of the essay. Thesis emerges from close intellectual engagement of the material.
<b>Evidence &amp; Sources</b>	No appropriate or evidence is present. There is no analysis or merely random statements, or assertions have no relationship.	There is evidence offered yet it is inappropriate or inadequate. There is summary yet no analysis.	There is appropriate evidence in support of the thesis, yet it is in need of elaboration.	Writer offers convincing evidence in support of the thesis. Writers recognizes and incorporates other perspectives. Paper arrives at a meaningful and original conclusion. Sources do not overpower the writer's voice.
<b>Argument Development</b>	No evidence of intellectual engagement with the materials. Ideas, if present, may contradict one another.	Ideas may not shed light on the topic or be appropriate for the logic. Possible moments of clarity exist alongside of contradictions.	Although there are clear ideas present, they tend to be predictable and the connection to the topic isn't clearly developed.	Writer offer several thoughtful ideas that reveal a distinct analytical engagement with the topic.
<b>Organization</b>	Little in the way of structure. Sentences may be presented as paragraphs or whole pages may have no paragraphs or breaks.	Paragraphing is present but erratic. There is little in the way of transitions or other landmarks to help the reader through the argument	Some paragraphs are unified and coherent, yet others need to be expanded or combined. Transitions are inappropriate or missing.	Paragraphs are coherent and unified. Logic of argument proceeds smoothly with appropriate transitions and a clear relationship among the points presented.
<b>Grammar &amp; Mechanics</b>	Too many errors make comprehension unrealistic.	Errors distract from reading/understanding text. Common mistakes (verb tenses, verb/ subject agreement) are prevalent	Errors somewhat distract from reading/understanding text. Common mistakes (verb tenses, verb/subject agreement) are present.	Errors do not distract from reading/understanding text. Common mistakes are minimal.
<b>Draft</b>	The writer has turned in a final project, but has not participated in the drafting and revision process	The writer has participated in the revision process in a superficial way. The writer has not used the revision process to full advantage	The writer has participated actively in the process and made substantial revisions from rough to final draft, taking full advantage of feedback from instructor and peers	The writer has participated actively in the process and made substantial revisions from rough to final draft, taking full advantage of feedback from instructor and peers. Furthermore, the writer has continued with this process of revision until the final product is as strong as possible.
<b>Peer Review</b>	Did not participate.	In-class yet did not give thoughtful feedback or showed up unprepared.	In-class. Participated yet did not warrant excellent standing.	In-class. On time. Thoughtful feedback.