

ENG 102, Literature and Composition – Summer 2017

Instructor: Terence McNulty

Meeting Time: Online, 7/5-8/8

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Phone: (860) 343-5889

Office: Snow 520

Office Hours: By Appointment

Credit: 3 credits

CRN: 2076

Prerequisites: Either ENG*101ALP, ENG*101E, or ENG*101 with a “C” or better.

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

Required Texts:

- McMahon, Elizabeth et al. *Literature and the Writing Process*. 11th edition.

General Education Requirements Met:

Critical Analysis & Logical Thinking; Written Communication in English

Structure of Course

The assignments in this course are linked and build upon each other. While you will never be required to connect assignments, it will be possible to revise discussion board posts into papers and shorter papers into longer papers. As you are completing your coursework, you should be completing it with the understanding that one assignment is designed to build upon the next.

Coursework will be released on Monday mornings at 9 AM, except for the first week of class when it will be released on Wednesday morning at 9 AM. **All assignments are due** either on Wednesday at 11:59 PM or on Sunday at 11:59 PM.

Grading:

In this class, you will write **5 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 2 one page papers. Beyond this, you will also be graded on discussion board posts.

You may rewrite any essay except for the final essay (Major Paper 3).

- 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.

How You'll Be Graded

- Interpretive Essays (2): 40%
- Interpretive with Research: 25%
- 2 One Page Papers: 20%
- Discussion Boards: 15%

Late papers lose 5 points per day late. Even if a paper is handed in one minute after midnight, it is one day late.

Late papers will not be accepted if they are submitted 8 days late or later. I do not have time to respond to such substantially late work in an accelerated semester.

Late work will be graded but will not receive feedback. This applies to discussion board posts and papers. This means that late papers cannot be functionally revised.

Grading Scale

Letter Grade	Number Range	Figured As
A	93-100	95
A-	90-92	92
B+	87-89	88
B	83-86	85
B-	80-82	82
C+	77-79	78
C	73-76	75
C-	70-72	72
D+	67-69	68
D	63-66	65
D-	60-62	62
F	Below 60	50

Timely Return of Work

I understand that, in a compressed semester where assignments are linked, it's important that you get your work back, with feedback, in a timely way. My goal is always to return your work to you within 48 hours of the due date/time. If I am unable to meet this goal, I'll let you know via BB Mail.

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/



General Outcomes, ENG 102

Written Communication (full competency)

- Students will be prepared to develop oral messages and 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.

<i>Outcome</i>	<i>Objective in Brief</i>	<i>Specific Objectives of Instructional Unit</i>
		“The student will be able to:”
Written and Oral Communications in English	Students will be prepared to develop oral messages and written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.	<p>In written communication:</p> <ol style="list-style-type: none"> 1. Respond to Rhetorical Situations <ul style="list-style-type: none"> • Identify and evaluate the specific audience and purpose in different writing situations, and adapt their writing appropriately to those situations. • Develop effective prose that influences attitudes, beliefs, and actions through appropriate logical, ethical, and emotional appeals. 2. Use Sources <ul style="list-style-type: none"> • Locate and evaluate sources appropriate to the rhetorical situation. • Read, comprehend, and summarize an argument from a complex piece of writing. • Analyze, evaluate, and respond to an argument from a complex piece of writing. • Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from the students' own ideas. • Synthesize and integrate others' ideas purposefully and ethically with correct and appropriate documentation. 3. Craft Logical Arguments <ul style="list-style-type: none"> • Generate a controlling idea or thesis. • Provide clear and logical evidence, support, or illustration for their assertions. • Choose appropriate and effective organizing methods, employing effective transitions and signposts. • Write a focused and sustained argument of at least 1500 words that demonstrates all of these outcomes 4. Apply Language Conventions <ul style="list-style-type: none"> • Use diction, tone, and level of formality appropriate to audience, purpose, and situation. • Apply the conventions of Standard English grammar, spelling, and mechanics. 5. Formulate Effective Writing Strategies <ul style="list-style-type: none"> • Develop flexible strategies for generating, revising, editing, and proofreading their writing. • Reflect on and explain the effectiveness of their writing choices regarding the audience, purpose, and situation.
Critical Analysis and Logical Thinking	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.	<ol style="list-style-type: none"> 1. Demonstrate competence in argumentation by identifying issues, evidence and reasoning processes: recognizing various types of arguments, analyzing components of arguments, and formulating good arguments, including a significant focus on inductive reasoning as outlined below: <ul style="list-style-type: none"> • Identify the presence of arguments, as distinguishable from explanations, illustrations, descriptions, or creative works. • Identify the components of an argument (premises/evidence and conclusion/thesis) and demonstrate an understanding of the relationship between these components. • Identify different types of reasoning (e.g., generalization, analogy, induction, deduction, and “reasoning to the best explanation”). 2. Demonstrate competence in analysis by breaking subject matter into components and identifying their interrelations to ascertain the defining features of the work and their contributions to the whole as outlined below: <ul style="list-style-type: none"> • Distinguish fact from opinion. • Examine works in order to identify distinct elements, patterns, and their interrelationships and express their significance. 3. Demonstrate competence in identifying assumptions, assessing the quality and reliability of sources of evidence, and learning the criteria for evaluating the success of each kind of inference as outlined below : <ul style="list-style-type: none"> • Assess the reliability, reasonableness, and perspective of the sources of evidence. • Identify their own assumptions and minimize confirmation (“my-side”) bias while considering viewpoints other than their own.

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| | | <ul style="list-style-type: none">• Apply criteria for evaluating the success of each kind of inference <p>4. Draw together disparate claims into a coherent whole in order to arrive at well-reasoned and well-supported inferences that can be justified as a conclusion as outlined below:</p> <ul style="list-style-type: none">• Develop and present an integrated, well-reasoned, and well-supported independent interpretation of ideas based on appropriate evidence and methodology. |
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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

Week 1 (7/5-7/9)

Lecture Files:

Course Overview
Critiquing Poetry
Sample Poetry Critique

Reading List:

“The Sandpiper” (Online), “Mother to Son” (358) “In Second Grade Miss Lee ...” (594),
“Design” (527), “The Red Wheelbarrow” (531), “Steps” (online)

Assignments Due:

Discussion Board 1 (Sun, 7/9)

Week 2 (7/10-7/16)

Lecture Files:

One Page Paper Assignment
Major Paper Assignment
Sample One Page Paper

Reading List:

“Ode on a Grecian Urn” (501), All Emily Dickinson (508-511) “We Wear the Mask” (521),
“Not Ideas About the Thing, but the Thing Itself” (online), “Moreover, The Moon” (529),
“Bully” (569)

Assignments Due:

One Page Paper 1 (Wed, 7/12)
Major Paper 1 (Sun, 7/16)

Week 3 (7/17-7/23)

Lecture Files:

Critiquing Short Fiction
One Page Paper Assignment 2

Reading List:

“Eveline,” (2), “The Lottery” (127), “Everyday Use” (148), “What We Talk About When We
Talk About Love” (303), “The Day It Happened” (300)

Assignments Due:

Discussion Board 2 (Wed, 7/19)
One Page Paper 2 (Sun, 7/23)

Week 4 (7/24-7/30)

Lecture Files:

Reading and Critiquing Shakespeare

Reading List:

Othello Acts 1-3 (730-786)

Assignments Due:

Major Paper 2 (Wed, 7/26)

Discussion Board 3 (Sun, 7/23)

Week 5 (7/31-8/8)

Lecture Files:

Literary Research

Reading List:

Othello Acts 4-5 (786-815)

Assignments Due:

Major Paper 3 (with research) (Tues, 8/8)