

Introduction to Literature

8375 English Composition II, ENG 102 HEC, Fall 2016

August 30, 2016 – January 12, 2017

Course Information

Class Days: Tues-Thurs
Class Times: 12:22 PM to 1:48 PM
Class Location: Off/HHS

Additional Information:

Class Schedule:

Mon	
Tue	12:22 PM to 1:48 PM
Wed	
Thu	12:22 PM to 1:48 PM
Fri	
Sat	
Sun	

Instructor Information

Instructor: William Gleed
Email: WGleed@necc.mass.edu
Mobile: (603) 770 - 8776

Instructor Biography:

I was born in Amesbury, Massachusetts and grew up in Haverhill, Massachusetts. I'm a graduate of the master's creative writing program in poetry at the University of New Hampshire. I'm a Haverhill native, and a graduate of HHS. I've taught English and writing at several colleges and universities including SNHU, Hesser, and Franklin Pierce colleges in New Hampshire, and NECC and Middlesex CC in Massachusetts. I've also written news and features for Seacoast Newspapers and The Portsmouth Herald. I've been a contributing editor to Maelstrom magazine, and was poetry editor at the website Moondance. For ten years I spent my summers as the manager of the Robert Frost Farm state historic site and national historic landmark in Derry, NH. I'm also the cofounder of the Hyla Brook Poets workshop and reading series and the Robert Frost Prize for metrical verse, all located at The Frost homestead. I've been a faculty member at NECC since 2008.

Office Hours

Office Hours Information:

My office location and hours are TBA in class. I'm available by text 24/7.
My two texting rules: You must use complete English words and sentences,
and you have to include your name in your text so I know who you are. I
usually respond to texts within minutes (even at 3 AM).

Course Description

Course Description and Instructional Objectives:

A required course with emphasis on analysis and argumentation. Texts and materials, primarily drawn from literature, will vary from section to section and will be employed as the basis for a range of essays. 3.000 Credit hours
3.000 Lecture hours

Concept Map:



The graphic above illustrates the instructional objectives for the class. At the end of the class, students should be able to read and understand literature in terms of genre, theme, and point of view. In particular, my goal is to have students understand and appreciate literature better than they did when they entered the class. Students should also understand how to interpret, summarize, and synthesize the writing and ideas of other writers into their own writing by quoting from sources, using research, and by examining the apparent thought processes and goals that other writers had in mind when creating the works we examine in class.

Teaching Procedures: The class is a Lecture/Workshop format, with most classes as a lecture discussion with readings. There are several classes devoted to peer review and student/teacher writing workshops. We'll spend in class writing time so we can try our own hands at the genre we're studying.

Required and Optional Texts

Class Text Notes:

The required textbook for this course is Literature: Approaches to Fiction, Poetry, and Drama, by Robert DiYanni, published by McGraw-Hill

Required Readings: Title: Literature: Approaches to Fiction, Poetry, and Drama
ISBN:978-0-07-312445-2
Author: Robert DiYanni
Edition: 2nd edition
Year: 2008

Course Requirements

- Graded work :**
- A literary analysis and reaction to a short story or stories, or an author, 4-6 pages 15%
 - A literary analysis and reaction to a poem or a small collection poems, or a poet, 4-6 pages 15%
 - A literary analysis and reaction to Shakespeare’s Othello or another play and playwright, 4-6 pages 15%
 - A literary research paper based on a literary genre and topic of your own development, 7-10 pages 25%
 - A writing notebook for reading notes, reaction questions, and thinking.
 - Six simple reading quizzes 12%
 - A Presentation in poetry or drama 5%
 - An essay exam Midterm 12% %

Description	URL
A literary analysis and reaction to a short story or stories, or an author, 4-6 pages 15%	example papers

Grading Chart

Paper one/Fiction: 15%

Paper two/Poetry: 15%

Paper three/Drama: 15%

Literary Research: 25%

Reading Quiz: 12%

Essay Exam: 13%

Oral presentation: 5%

100%

Grading Evaluation

Grading Notes:

A paper which exceeds expectations and will receive an A is a paper which can provide a clear plot synopsis and character analysis of a work of fiction or drama, or will display a sophisticated understanding of the language, tone and structure of poetry. An A paper will show a complete understanding of point of view and setting and theme, and discuss their consequence for the work as a whole. An A paper will examine elements of form, image, symbol, voice, allegory, allusion, and/or irony. A paper that meets expectations and receives a grade of B or perhaps C is one which meets most or many of these criteria, or tries to. A paper which does not meet expectations and receives a grade of

C or D is a paper which fails to address many of the criteria above. An F is an incomplete paper or one which is completely insufficient in meeting those criteria from above.

Attendance:

Students are expected to attend class. if you won't be in class get in touch with me ahead of time is possible, as soon as you can if not. Students can miss three times with no penalty. Each absence after 3 reduces your final grade 5 points.

Samples of Good Work:	Rubric Description	URL
	papers which meet or exceed expectations	example student papers

Course Schedule

Schedule Notes:

This schedule is subject to change with the needs of the class, but well be as close to it as possible. Check your syllabus calendar before class each session. Pay attention to Blackboard for class announcements.

Class Activities:

Activity Date	Description	Type	Priority
08/30/16	Introduction to the class and writing about literature.	Discussion	Normal
	Just a quick, ungraded writing sample on a sheet of notebook paper.	Writing	Normal
	Approaches, Reading, writing, and critical thinking 1	Discussion	Normal
09/01/16	Approaches: Page 2 to 21 Kate Chopin: "The Story of an hour" 38	Discussion	Normal
	React in a reading journal with a one paragraph response to this question: Is this enough to be a short story?	Writing	Normal
09/06/16	Type of short fiction, Approaches Chapter 2	Discussion	Normal
09/08/16	John Updike, "A&P" 32	Reading	Normal
09/13/16	The elements of fiction: Plot and structure 49, Character 59, Setting 67, Point of View 77	Discussion	Normal
	Short reading quiz in class	Writing	Normal
09/15/16	The elements of fiction: Theme 90	Lecture	Normal
	William Faulkner, "A Rose for Emily" 79 Paper One Assigned.	Discussion	Normal

09/20/16	Ralph Ellison, Battle Royal, pg.341	Discussion	High Priority
09/22/16	Edgar Allen Poe, "A Cask of Amontillado" 144 and page 167	Reading	Normal
09/27/16	Andre Debus, Killings, Handout	Writing	Normal
09/29/16	Jorge Luis Borges and magic realism. "The Garden of the Forking Paths" 263 Gabriel Garcia Marquez "A Very Old Man with Enormous Wings" 272	Reading	Normal
10/04/16	Catch up day and Short reading quiz two Shirley Jackson "The Lottery" 409	Reading	Normal
10/06/16	The Fiction paper is due in class.	Discussion	High Priority
10/11/16	Final thoughts on fiction/Paper one dues to hand in.	Reading	Normal
		Writing	Normal
10/13/16	Ten minute reaction to one of the poems from the reading in your reading journal Why I don't hate poetry and neither should you.	Reading/Discussion	Normal
10/18/16	Approaches pg 493 to 509	Reading	Normal
10/20/16	The elements of poetry: Approaches pg. 510-529	Reading	Normal
		Writing	Normal
10/25/16	The elements of poetry: Approaches pg. 530-573 Poetry paper assigned	Student Presentation(s)	Normal
	An example presentation by me on a poet I like. Short reading quiz.	Lecture	Normal
10/27-11/17/16	More poetry.	Discussion	Normal
	Paper two on poetry is due in class Short reading quiz	Paper/Project due	High Priority
11/19/16	Poetry Presentations	Discussion	Normal
11/22/16	Approaches: Reading and Writing About Drama pg 899-914.	Discussion	High Priority
11/24/16	Thanksgiving Break	Eating/Belching	Sleeping
11/29/16	Approaches: Chapter 22 Types of Drama/Chapter 23 Elements of Drama	Lecture	Normal
12/01/16	Approaches: Chapter 24 Writing about Drama 936-951 Drama paper assigned	Lecture	Normal
12/06/16	Approaches: Chapter 26 Othello	Lecture	Normal
12/08/16	Othello, act one scene one, two/ Shakespeare in the movies/A movie version of Othello		
12/13/16	Othello the movie	Discussion	Normal

12/15/16	Othello the movie	Discussion	Normal
12/20/16	Student dramatic presentations.	Reading	Normal
12/22/16	Othello Papers Due Approaches: Chapter The Literary Research Essay pg. 1519-1532 Literary Research paper assigned	Paper/Project due	High Priority
	Christmas observed and winter recess		
1/03/17		Discussion	
1/05/17	Collaborative discussion among students	Discussion	Normal
1/10/17	Peer review and teacher conferences on final papers	Group Work	Normal
1/12/17	Final day of classes	Group Work	High Priority

Disability Statement:

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure full participation in the course. If you determine that formal, disability accommodations are necessary, it is very important that you be registered with learning accommodations and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

Disability Office Phone: (978) 556-3694

Disability Office Email: LAcenter@necc.mass.edu

Location Hyperlink: <http://www.necc.mass.edu/academics/support-services/learning-accommodations/getting-started-learning-accomodations/>

Academic Honesty

Academic Honesty Statement:

All course work is expected to be original the student in question. All papers will be documented using the MLA documentation format. Plagiarism in all its forms is forbidden. The following URL takes you to a PDF NECCs Student code of conduct and grievance procedure.

Additional Information: <http://www.necc.mass.edu/wp-content/uploads/2010/01/StudentConduct-GrievanceProcedure.pdf>

NECC Outcomes

Assessments

NECC's commitment to student success involves the evaluation of student work at the program, department, and/or campus levels to help ensure that students are achieving the learning outcomes identified by our programs and the college. This process may include the collection of such evidence as student classroom products or classroom-associated reports of student knowledge or skill demonstrations. **All collected products will have any identifying**

information removed before they are reviewed. Results from these reviews are then aggregated to provide an overall view of students' outcomes achievements. Assessments carried out at the program, department, and/or campus levels will not impact students' course grades. The process of assigning grades will continue to be the responsibility of the course instructors. Any student who does not wish to have their products collected for program, department, or campus-level assessment can opt out by notifying their instructor.

Starfish Early Success: Communicate, Connect

& Graduate with Starfish!

This course participates in the Starfish Early Success program recently adopted by Northern Essex Community College to enhance communication between students, instructors and advisors. The system is used to identify concerns an instructor may have about your academic progress in class and/or to recognize outstanding performance. When this happens, you will receive an automatic email from Starfish@necc.mass.edu. Students can also access Starfish to learn about resources and support networks they are connected to at the college. Starfish training is available on both campuses and students can register through NECCLink. For more information about Starfish, see your instructor or contact your academic advisor.
