



---

## Syllabus: *Writing 102, Writing about Literature*

---

### Course Information

Course Prefix/Number: WRT 102

Semester: Spring 2018

Class Days/Times: **Tuesday, Thursday 10:30 am -11:45 am**

Credit Hours: 3

Course Title: Writing About Literature

Room: GSK-4

### Instructor Information:

Name: Tom Cox

Phone/Voice Mail: (520) 405-6972

E-mail: [tcox@tocc.edu](mailto:tcox@tocc.edu)

Office location:

Office hours:

### Course Description:

This course is the continuation of Writing 101, which includes writing analytical or critical papers, analysis and discussion of various types of literature, developing research skills, and written works. It also consists of writing a research paper. In essence, it will involve discussion and analysis of literature in the form of fiction and poetry primarily for the purpose of coming to a deeper understanding of what it means to be human, as well as to develop critical thinking skills. This will inherently involve an exploration into the relationship between logic and insight as a basis not only for understanding but also appreciating and experiencing literature.

**Course Objectives:**

This course is the continuation of Writing 101, which includes writing analytical or critical papers, analysis and discussion of various types of literature, developing research skills, and written works. It also consists of writing a research paper. In essence, it will involve discussion and analysis of literature in the form of fiction and poetry primarily for the purpose of coming to a deeper understanding of what it means to be human, as well as to develop critical thinking skills. This will inherently involve an exploration into the relationship between logic and insight as a basis not only for understanding but also appreciating and experiencing literature.

**Student Learning Outcomes (SLOs) :****After completion of the course students will be able to:**

1. Write critically about literature.
2. Read, comprehend, and analyze a variety of literary works.
3. Research primary and secondary sources and write a paper utilizing the techniques of quotation, paraphrase, summary, and documentation.
4. Write essays and a research paper. Express ideas in a variety of standard-written-English sentence patterns; Organize, select, relate ideas, and outline and develop them in coherent 3-5 page essays and a research paper (7-9 pages).

**Course Structure:**

Class discussion will focus on the assigned readings. From this knowledge, short response papers will be related to the assigned material in terms of what the readings are about thematically. This class will use an informal “lecture” format that emphasizes class participation, discussion and questions, and individual work. Thus selections from other relevant sources (e.g., a guest speaker, a video presentation of a film, etc.) may be used in the course to further enhance the learning process of becoming a more effective writer.

**Texts and Materials:**

The Compact Bedford Introduction to Literature. Michael Meyer.  
Merriam-Webster’s Vocabulary Builder, Dictionary, and Thesaurus.

## **Evaluation and Grading & Assignments:**

### **Evaluation and Grading & Assignments:**

The final grade for this course will be determined from your performance on many small tasks rather than on a few major projects such as a term paper, mid-term and final. This means that a poor performance on any one task will not hurt you greatly, and a very strong performance on any one task will not help your final grade very much.

*Thus, to do well in this class, you should plan to attend and participate in class on a regular and consistent basis. Academic success, indeed, means consistently working at your best possible level. In addition, chronic lateness to class will also impinge on your participation since class cohesion will lose its effectiveness.*

Your *final grade* will be based on several key performance areas in Individual Work. Key Performance Areas in Individual Work:

- a. In-class Writings
- b. Readiness Quizzes
- c. 5 Short Response Papers
- d. 2 3-5 page essays
- e. Research Paper (7-9 pages)
- f. Final Examination
- g. Journal
- h. Homework Assignments
- i. Attendance

### **Himdag Cultural Component:**

Several in-class writing assignments will ask students to discuss how T-So:son values relate to everyday life.

## **Policies and expectations-**

### **Academic Honesty**

I encourage you to talk to each other about the readings and ideas brought up in class. *However, in all assignments to be graded as individual work you are expected to do your own written work. It is best to express the ideas you use in your own words.*

In the case of both individual and group work, words or ideas that come from someplace or someone else must be cited: “A good rule of thumb is this: Whenever you consciously borrow any important element from someone else, any sentence, any colorful phrase or original term, any plan or idea—say so, either in a footnote, bibliography, or parenthesis” (from “Academic Honesty in the Writing of Essays and Other Papers,” Carleton College, 1990).

### **Incompletes**

**I**=In order to be considered for an Incomplete, you must successfully complete at least 60% of the course work with a “C” average grade or better. The incomplete is awarded at my discretion, and each case is judged on individual merit.

*I require that a brief written and dated request be submitted by 5:00 p.m., Friday, April 20th, in class or sent to my email addresses above. You must state the circumstances of your request and why you feel you qualify for an Incomplete. An “I” is not automatically awarded to students.*

### **Withdrawals**

**W**=If you have not completed your course work in a timely manner, you may be withdrawn from the course at the discretion of the instructor. *If you miss four or more consecutive classes without a valid excuse (or you don’t respond to attempts by myself or by the administration to communicate), you may be withdrawn, at my discretion, and a “W” or “I” will be recorded.*

### **Chronic Lateness**

*Persistent tardiness will not be tolerated, since key information is usually given at the beginning of class. It is unfair, disruptive, and inconvenient for the instructor and your colleagues to repeat statements made at the start of the class session. Please try to arrive on time for each class.*

### **Absences (also see above in “Course Requirements”)**

You have seen from the explanations above that absences are not a good idea in this course. While one or two missed classes will not harm your opportunity to do well, a large number of absences—particularly unexcused ones—will. *It is always your choice as to whether to attend class or not, but I strongly urge you to attend on a regular basis. Poor attendance will have a direct effect on your grade in this course.*

### **Cultural/Religious Observance & Accommodations**

The college recognizes the importance of the religious and Native American cultural observances and practices of its students unless it will result in undue hardship for college programs. *At least two weeks before the religious observance, students must submit to their instructor(s) a written statement that contains the date of the observance. Absences for religious and cultural observance and practices do not count in the number of absences allowed by an instructor.*

### **General Classroom Behavior**

Students should behave and speak in a mutually respectful, mature, and courteous manner when addressing other students and the instructor. Indeed, the classroom experience and environment should encourage positive feelings and thoughts. Because of this, any disruption of the lecture and usual classroom activities will not be tolerated. In addition, during class lecture and other activities, students must turn off cellular phones. Text messaging, furthermore, is forbidden during the entire scheduled class time. If it becomes a consistent problem, expect that I’ll begin a policy of collecting your media devices at the beginning of every class, to be returned at the end of each class. In this, I have a zero tolerance policy.

## Course Outline:

- I. Writing Analytical or Critical Papers
  - A. Analysis of literary texts
  - B. One or more critical essays of approximately five pages
- II. Analysis and Discussion of Various Types of Literature
  - A. Poetry
  - B. Drama
  - C. Prose fiction
  - D. Literary non-fiction
- III. Developing Research Skills
  - A. Gathering information from primary and secondary sources
  - B. Formatting and documentation
  - C. Proper Citations
  - D. Writing a research paper or annotated paper of 7-10 pages
- IV. Written Works
  - A. Essays
  - B. Research paper
  - C. Other written works

### Week One:

Tuesday, January 16th: Introduction. Writing sample.

Thursday, January 18th: Read pp. Read pp. 1-66 in Bedford text. Why read fiction? What cultural function does it serve?

### Week Two:

Tuesday, January 23rd: Read pp. 82-90. A discussion about the purpose and function of plot.

Thursday, January 25th: **Due: 1st Response Paper.** Reading: pp. 133-160. A look at a sample student essay. How character functions in literature.

### Week Three:

Tuesday, January 30th: Reading: Sherman Alexie's "The Lone Ranger and Tonto Fistfight in Heaven." The art of storytelling and how it informs our existence.

Thursday, February 1st: **Due: 2nd Response Paper and 1st draft of 1st Critical Essay (fiction).** In-class workshoping of student essays.

**Week Four:**

Tuesday, February 6th: Reading: pp. Leslie Marmon Silko's "The Man to Send Rainclouds." Continued workshopping of student essays.

Thursday, February 8th: Student conferences

**Week Five:**

Tuesday, February 13th: pp. 166-172. Hemingway's "Hills Like White Elephants." How setting functions in literature.

Thursday, February 15th: Student conferences

**Week Six:**

Tuesday, February 20th: Reading: pp. 222-225. The very close relationship between plot and character: integrating how character drives storytelling and how setting frames theme.

Thursday, February 22nd: **Due: Final Draft of 1st Critical Essay (fiction).** Introducing poetry.

**Week Seven:**

Tuesday, February 27th: Reading: pp. 545-579. The nature of poetry: language, imagery, and metaphor.

Thursday, March 1st: **Due: 3rd Response Paper.** Reading: pp. 580-604. Form in poetry.

**Week Eight:**

Tuesday, March 6th: Reading: pp. 605-642. Tone, diction and how meaning and the senses converge through the image.

Thursday, March 8th: **Due: 1st Draft of 2nd Critical Essay (poetry).** Reading handout: Native American poetry selections.

**Week Nine: Spring Break****Week Ten:**

Tuesday, March 20th: Student conferences

Thursday, March 22nd: Student conferences

**Week Eleven:**

Tuesday, March 27th: Reading: pp. 655-688. Symbol, Allegory and Irony. In-class workshopping of student essays.

Thursday, March 29th: **Due: 4th Response Paper.** In-class workshopping of student essays.

**Week Twelve:**

Tuesday, April 3rd: **Due: Final Draft of 2nd Critical Essay (poetry).** Introduction to the research paper.

Thursday, April 5th: The poetry of Mary Oliver: A look at a sample student research paper.

**Week Thirteen:**

Tuesday, April 10th: Film as literature. Film to be announced.

Thursday, April 12th: **Due: 5th Response Paper.** Film as literature. Film to be announced.

**Week Fourteen:**

Tuesday, April 17th: **Due: Introductory Paragraph of Research Paper.** Film as literature. Film to be announced.

Thursday, April 19th: Film as literature. Film to be announced.

**Week Fifteen:**

Tuesday, April 24th: Reading: pp. 793-833. A close look at the poetry of Emily Dickinson.

Thursday, April 26th: **Due: 1st Draft of Research Paper.** In-class workshopping of student research papers.

**Week Sixteen:**

Tuesday, May 1st: Student conferences

Thursday, May 3rd: Preparing for the final exam.

**Week Sixteen:**

Tuesday, May 8th: **Final Exam. Research Paper Due.**