

Los Angeles Mission College  
English 102 College Reading and Composition II  
Fall Semester – Sept 2 to Dec. 20, 2014  
Ms. Diaz-Cooper

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Office Hrs. MTWTh -6:45am -7:15am M &T 12:00pm-1:30pm Wed 12:00pm-12:30pm  
or by appointment

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MW Section: #0230 Hrs. 10:35 am -12:00pm Units: 3 Rm: CSB – 102B

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Required textbook: *Close Reading: An Introduction to Literature* by Elisabeth A. Howe  
ISBN # 13-978-0-13-243656-4

Additional assigned Poems, Readings and Short Stories in LAMC Bookstore or my LAMC  
Website

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Course Description and Objectives: This is an introduction to critical analysis of poetry, novels, short stories, and drama. Students will study various approaches to understanding literature and apply these to our readings. Students will learn a critical vocabulary and develop the terminology needed for literary analysis.

Student Learning Outcomes: Produce a 3 to 5 page essay demonstrating the ability to use literary analysis. Produce a 6 page, MLA formatted essay/research paper that utilizes a recognized critical approach (such as Reader Response, New Criticism/Text Analysis, Deconstruction, Political, Formalist, Historical, Psychological) to develop a thesis-driven argument about one or more literary texts.

Disclaimer: English 102 is a course that covers subjects that can easily be deemed suggestive, mature and controversial. Argument and controversy is sometimes the nature of class discussions. Students are encouraged to academically argue troubling and uncomfortable subjects and provide support for their assertions.

Assignments: Two (6 full pages) page papers, group oral presentations, one (6-8 full pages) Research Paper, Reading Response Journal, in-class assignments, quizzes, mid-term and final. Papers that receive below a "C" can be rewritten within a week (this option does not include the research paper or exams).

Reading Response Journal: Journal entries are one (full) page long, endorsed; typed; double-spaced with one inch margins, and are based on the following readings.

**\*\*Hints to success\*\*** this class is designed to create a positive English experience for all students. With this in mind, students are invited to embrace this class fearlessly by asking questions of the instructor, the readings and classmates. To encourage discussion and participation, it is crucial to remain sensitive to the diverse backgrounds, personalities, and opinions of everyone. Class participation means intelligently, responding to the instructor and other members of the class. All students are encouraged to respectfully challenge and/or disagree with the instructor, their classmates, or with the readings. Students who are successful come to class prepared with all assignments

completed. Participation in class discussions serves to demonstrate ones knowledge of the assigned reading material. If students miss a class, always ask class peers what was covered and help each other by sharing class notes. All students are always encouraged to respectfully communicate with the instructor. I am here to assist each student to succeed in English 102.

Class Peers:

Name\_\_\_\_\_ E-Mail\_\_\_\_\_ Phone\_\_\_\_\_

Name\_\_\_\_\_ E-Mail \_\_\_\_\_ Phone\_\_\_\_\_

Students cannot receive a passing grade if, more than three class sessions are missed, or if students do not turn in a final exam or research paper. As an academic courtesy students are asked to turn off (not vibrate mode) cell phones.

Attendance: Successful students participate and attend each class with an inquisitive mind and spirit. Punctual and regular attendance is mandatory and necessary to be prepared for the various in-class assignments, discussions, and small group workshops. However, this is impossible without attending class, preparing and remaining abreast of assignments. If students have an *extraordinary* situation, and need to leave early or come to class late please see me. Regularly (meaning more than once) arriving late, taking extended breaks or leaving early may result in adjustments to the overall class grade at *my discretion*. If students are experiencing an emergency that requires missing classes or portions of that class, please let me know ASAP. Although students are absent, students are still responsible for all assignments and deadlines.

Papers:

#1. Produce a 6 page essay demonstrating the ability to use literary analysis.

#2. Produce a 6 page essay comparing and contrasting two literary works.

#3. Produce a 6 -8 page analytical research paper on a literary work.

Choose two poets from two different time periods in history. Write a comparison/contrast paper analyzing the historical, cultural, psychological, political or economic motivations or influences that inspired the artists examining tone, mood, and themes.

Research papers should interpret a short story or essay from one of the critical perspectives. Papers must include direct quotes from the text as well as outside secondary scholarly sources to support a thesis.

Remember, all presentational papers must include at least four rough drafts (typed and revised). All papers are typed, double-spaced, and stapled, with one-inch margins; standard 12 point type. Use the MLA system for citations and documentation. No need to use plastic covers or holders; simply attach papers with a medium black paper clip. Endorse papers on the first page only; on the top left-hand corner as follows:

Last name, First name

English 102 (class day and time)

Assignment (e.g. Essay 1)

Date

Comments on essays will be extensive initially. I will address the two or three biggest concerns to improve the overall paper, but very often other revisions are necessary. All students are allowed to turn in *two* late essays, but this option does not pertain to the Research Papers, exams, or holiday weekends.

Plagiarism: Plagiarism is the use of another person's writings, ideas, and offering the work of others as your own - even if it is accidental.

\*Plagiarism is a serious academic offense and will result in the letter grade of an "F" for the course. Turning in any written work or any part of a written work, written by another person, as your own work is consider Plagiarism.

\*Failing to acknowledge, through proper citation, the source of ideas that are not your own.

\*Failing to indicate paraphrases ideas or verbatim expressions that are not your own thoughts through proper citation.

\*Downloading a paper from a website or cutting and pasting text from a website without properly citing the source

\* If you did not write it and you hand it in under your name, you have committed plagiarism.

\* If students are uncertain about plagiarism - just ask me for help.

Please read and initial the following:

Always feel free to come to me to clarify anything. I can easily be reached via email or come by my office so we can talk. Initial\_\_\_\_\_

Students should try to meet with me during scheduled office hours or by appointment. Initial\_\_\_\_\_

According to LAMC drop policy, students need to drop themselves or they will receive an "F" at the end of the course. Initial\_\_\_\_\_

Three occurrences of attending class late are the equivalent to one absence. Initial\_\_\_\_\_

Students missing part or all of a class session are still responsible and accountable for all announcements, all assignments, and material covered in that session. Initial\_\_\_\_\_

I cannot accept assignments via-e-mail. Initial\_\_\_\_\_

Always read the assigned reading before coming to class. Initial\_\_\_\_\_

Attend every class with text books, journals, handouts and all completed assignments. Initial\_\_\_\_\_

The meaning of Plagiarism is clear. Initial\_\_\_\_\_

All presentational papers include (4) four rough drafts. Initial\_\_\_\_\_

Handwritten assignments of any kind are not acceptable. Initial\_\_\_\_\_

Grade Breakdown: Class Participation & Journal 25% mid-term 15%, final 15%; Essays 20%; Research Paper 25%.

### English 102 Tentative Due Dates

Week 1 9-2 - Introduction to class

Week 2 9-8 - Critical Thinking and Analysis

Week 3 9-15 -

Week 4 9-22 -

Week 5 9-29 - Rough Draft Paper #1;

Week 6 10-6 - Paper #1 due

Week 7 10-13 - Rough Draft Paper #2;

Week 8 10-20 - Paper #2 due

Week 9 10-27 - Mid Term due

Week 10 11-3 Rough Draft Paper #3

Week 11 11-10 - Paper #3

Week 12 11-17

Week 13 11-24 - Journals & Rough Draft Research Paper due

Week 14 12-1 - Finals Due

Week 15 12-8 - Research paper due

Final Week – December 15, 2014 - December 20, 2014

Assignment Due Date TBA: LAMC Library Research Assignment. Obtain six outside sources (three databases and three books, periodicals, or scholarly journals). From these sources, compile an Annotated Bibliography following proper MLA documentation and format.

Textbook- *Close Reading: An Introduction to Literature* – Assigned Chapters

Contents	Pages	Read Only
Chapter 12 <i>Brief Intro to Literary Criticism</i>	188-193	*Week 2
Chapter 10- <i>Short Essays</i>	168-172	*Week 3
Chapter 4- <i>Intro to Prose Fiction</i>	78-97	*Week 4
Chapter 5- <i>Writing a Close Reading of a Prose Passage</i>	98-102	*Week 5
Chapter 6- <i>Close Readings of Prose Passages</i>	104-112	*Week 6
Chapter 1- <i>Intro to Aspects of Poetry</i>	4-43	*Week 7
Chapter 3- <i>Close Readings of Poems</i>	52-76	*Week 8
Chapter 2- <i>Writing a Close Reading of a Poem</i>	45-52	*Week 8
Chapter 7- <i>Introduction to Aspects of Drama</i>	126-142	*Week 9 &10
Chapter 8- <i>Writing a Close Reading of a Dramatic Passage</i>	144-146	*Week 10 &11

Please see my LAMC website for handouts of the following Poems, Readings and Short Stories Use the following assigned readings for Papers and Reading Response Journal \* Read and Journal

	Read and Journal
<i>The Highwayman</i> - Alfred Noyes	*
<i>The Charge of the Light Brigade</i> - Alfred, Lord Tennyson	*
<i>The Masque of the Red Death</i> - Edgar Allan Poe	*
<i>The Legend of Sleepy Hollow</i> – Washington Irving	*
<i>Concerning the Way in which Princes Should Keep Faith</i> - Niccolo Machiavelli – <i>The Prince</i> Chapter 18	*
<i>Battle of the Ants</i> - from Chapter 12	*

<i>of Walden, or Life in the Woods,</i> Henry David Thoreau	
<i>The Character of George Washington</i> - Thomas Jefferson	*
<i>She Walks in Beauty; Ode to a Nightingale; To His Coy Mistress</i>	*
<i>A Pair of Tickets</i> - Amy Tan	*
<i>The Necklace</i> - Guy de Maupassant	*
<i>The Cask of Amontillado</i> – Edgar Allen Poe	*

\*\*Hints for successful papers\*\*

\*Please feel free to use any of the worksheet questions for essay or research paper topics.

\* Students are always encouraged to create an essay topic/question of their own.

\* See the syllabus for specific paper formatting instructions.

\* Go beyond merely discussing similarities and differences of the topic and remember to answer the "so what" question.

\*Use *Close Reading: An Introduction to Literature* and other assigned readings for textual evidence and one outside source.

Student Resources at Los Angeles Mission College  
These are some of the resources available to students on campus:

- LAMC Bookstore: For hours of operation, book availability, buybacks, and other information call 818-364-7798 or 364-7768 or visit: <http://www.lamissionbookstore.com/>
- Counseling Department: For appointments and information call 818-364-7655 or visit: <http://www.lamission.edu/counseling/>
- Disabled Students Programs and Services: For appointments and information call 818-364-7732 or visit: <http://www.lamission.edu/dsps/>
- Extended Opportunity Programs and Services: For appointments and information call 818-364-7645 or visit: <http://www.lamission.edu/eops/>
- Financial Aid: For information and applications call 818-364-7648 or visit: <http://www.lamission.edu/financialaid/>
- Library: For information on library hours, resources, workshops, and other services contact 818-364-7105 or 364-7106 or visit: <http://www.lamission.edu/library/>
- Tutoring Services in Learning Center: Laboratories for Learning, Writing, Math & Science. Walk-in and appointment services offered. Call 818-364-7754 or visit [www.lamission.edu/learningcenter](http://www.lamission.edu/learningcenter)

This course supports the LAMC Institutional Program Learning Outcomes (PLOs).

PLEASE NOTE: You will be surveyed towards the end of the semester to garner how well we have met these outcomes.

As a result of the English or Speech course that should be able to:

a) Research information

b) Evaluate information

c) Solve problems and use logical reasoning (critical thinking) and to develop strategies for solutions

d) Analyze global issues from multiple perspectives

e) Communicate the merits of works of art, music, or literature

f) Make value judgments and ethical decisions

Here are the PLOs and how your courses meet these PLOs.

Institutional PLOs	How English addresses these PLOs
<p><b>Written and Oral Communication</b> Students will demonstrate the interactive nature of communication involving speaking, writing, listening and reading. Evidence will be the student's ability to make a clear, well-organized verbal presentation employing appropriate evidence to support the arguments or conclusions and to write a clear, well-organized paper using documentation and quantitative tools when appropriate.</p>	<p><b>PLO 1:</b> Analyze written text to identify underlying logic and point of view Develop a well-organized paper which develops cogent main ideas stated in a thesis and which has adequate support for statements made.</p>
<p><b>Information Competency</b> Students will demonstrate information competency by combining aspects of library literacy, research methods and technological literacy. It includes consideration of ethical and legal implications of information and requires the application of both critical thinking and communication skills. Evidence will be the ability to find, evaluate, use, and communicate information in all its various formats.</p>	<p><b>PLO 2:</b> Utilize diverse sources of information, to research a topic. Attribute quotes and other information gleaned from print and electronic sources, according to MLA style</p>
<p><b>Problem Solving</b> Students will demonstrate the ability to solve problems by examining, selecting, using and evaluating various approaches to developing solutions. Evidence will be the ability to observe and draw reasonable inferences from observations, distinguish between relevant and irrelevant data, define problems, analyze the structure of discipline or profession-based problem solving frameworks and to use such frameworks and strategies to develop solutions.</p>	<p><b>PLO 3:</b> Evaluate arguments for validity, objectivity and soundness Argue a point after having gathered and synthesized relevant information, data and evidence.</p>

<p><b>Aesthetic Responsiveness</b>  Students will demonstrate aesthetic responsiveness by taking a position on and communicating the merits of specific works of art, music and literature and how those works reflect human values. Evidence will be written or oral communications that articulate a personal response to works of art, explain how personal and formal factors shape that response and connect works of art to broader contexts.</p>	<p><b>PLO 4:</b>  Critique text in terms of style and relate a text to the period in which it was written.</p>
<p><b>Ethics and Values applied to decision-making:</b> Students will demonstrate facility in making value judgments and ethical decisions by analyzing and formulating the value foundation/framework of a specific area of knowledge in its theory and practice or in a professional context. Evidence will be the ability to identify own values, infer and analyze values in artistic and humanistic works as well as scientific and technological developments and to engage in values-inflected and ethical decision-making in multiple contexts.</p>	<p><b>PLO 5:</b>  Distinguish fallacies in arguments and be able to recognize the validity or lack of validity of various points of view.</p>