

## English 102 - College Reading & Composition II

Section #3131 (T 6:50pm-10:00pm) - CAI 208

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Office hours: Monday & Tuesday 5:45pm to 6:45pm (or by appointment)

Prerequisite needed to take course: English 101

### Required Reading\*

- Wise Blood by: Flannery O'Connor (Novel)
- Various online readings (Poetry, articles)
- Drinking Coffee Elsewhere by: Z.Z. Packer (Short Story Collection) – selected pieces
- Winesburg, Ohio by: Sherwood Anderson (Short Story Cycle) – selected pieces
- Death of a Salesman by: Arthur Miller (Drama)

\*There will be additional required reading available through online links, these must be obtained by the student.

**IMPORTANT NOTE:** Purchase Wise Blood by Flannery O'Connor immediately. The other novels will be studied at a later time (refer to course schedule).

### Course Description

- This class will reveal and identify the traits that distinguish literature's major genres (novel, poetry, short story, drama), as well as discuss the less commonly explored short story cycle. This will be accomplished by, among other things, analyzing literary devices like structure, narrative arc, and plot. We will trace the origins of each genre so as to get a better understanding of its purpose. In an effort to improve critical thinking skills and to develop a greater appreciation of literary works, students will study various approaches to understanding literature and apply these to readings. The course is also concerned with how these distinct approaches to literature engage one another and how they occasionally share characteristics. We will accomplish this by, among other things, analyzing the historical and political backdrop against which these works were created, as well as studying the voices through which various narratives are conveyed. We will also explore how each piece lends itself to a "national voice." In essence, this class is intended to develop a greater awareness of and appreciation for literature.

### Class Objective

- By the end of this course, students will. . .
  - 1) Define major terms and concepts in the field of literary criticism and apply concepts to individual works studied.
  - 2) Draw connections between motifs found in these works and one's own daily life including, for instance, the relationship between text and culture, politics, society, etc.
  - 3) Identify and explain various literary elements in specific works studied (*ie.*, characters, setting, figurative language, reliable/unreliable narration, etc).
  - 4) Engage text in a manner that allows them to formulate an argument regarding a literary work and develop an argument based on textual evidence.

- 5) Question classification itself and develop the confidence and understanding needed to challenge the idea that a work of art can be categorized in the first place.
- 6) Acquire “close reading” and analytical skills when studying text.

### English 102 Student Learning Outcomes (SLOs)

- SLO 1 - Produce a 3 to 5 page essay demonstrating the ability to use literary analysis  
\*Method of Assessment: The production of an essay in response to a writing prompt.
- SLO 2 - Produce a 6 page, MLA-formatted essay or research paper that utilizes the 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.  
\*Method of Assessment: The production of an essay in response to a writing prompt..

### Requirements and Policies

- Punctual weekly attendance
  - I will take attendance at the beginning of every class session. Students arriving more than fifteen (15) minutes late will be considered absent (please do not take this course if your work schedule or other obligations prevent you from attending class or being on time). Students are eligible to be dropped for non-attendance on the first/second day of class and/or after two class absences. Students who do not stay in class from the beginning to the end will be considered absent. I will not miss class - except in an emergency - and I expect the same from you. Documentation will be required in the event of a serious illness or emergency resulting in multiple absences.
- Active participation in class discussion
  - This class will be a blend of lecture and discussion; preparedness and a readiness to participate in class discussions will therefore be crucial to students’ success. Discussion will consist of textual analysis guided by, but not limited to, certain discussion points, some of which have been highlighted in the course calendar.
  - Active participation includes demonstrating a willingness to engage in respectful and informed conversation with fellow students.
- Computer access
  - This class requires the frequent use of a computer and internet access. If you do not have a computer use one in the LRC or public library. If you do not know how to type or use a computer, you should gain these skills before enrolling. Not having computer access, word processing skills, or the materials needed for the course will not dismiss you from completing assignments.
- Two (2) papers of 3-5 pages in length
  - All papers will be double-spaced and written in Times New Roman, 12-point font with 1-inch margins and 0 point spacing. Any papers that do not follow this format will not be accepted. They will, of course, be thoughtful, thesis-driven arguments that demonstrate originality and knowledge of class reading, lecture, and discussion.

- One week before a paper is due we will have a peer review session in which a classmate will read and edit/revise your paper in class. You must bring a copy of your paper that day for someone to read, along with a worksheet that I will provide. When the final draft is due you must turn in a corrected rough draft signed and dated by a classmate to prove that you actually did it. Not providing a rough draft along with your final draft will result in your losing 5 percentage points from your grade; so if you receive an 80% on your paper but don't turn in a rough draft, it will be decreased to a 75%.
- The content and scope of these papers will be discussed further in class.
- Two (2) exams consisting of textual identification, short answer, and an essay.
  - The exams will be further discussed in class.
- One (1) research paper 6-8 pages in length
  - Should demonstrate thorough knowledge of concepts and texts discussed throughout the course while following an original, thoughtful thesis. Paper will include MLA- style citations as well as a works cited page (bibliography).
  - This assignment will be further discussed in class.
- Five (5) response papers 1-page in length
  - These papers will also be double-spaced and written in Times New Roman, 12-point font with 1-inch margins. In spite of their length, these papers are not informal works driven by emotion and opinion; rather, these papers must be written in such a way that they are arguing a specific point that can be argued by evidence from both text and lecture. These papers should not merely be a reflection of class discussions but should exhibit original ideas and approaches to a particular piece.
  - Since you will only be discussing one work in these papers, works cited pages are unnecessary.
  - Single page papers do not offer much room for improvisation; therefore, you should focus on a single aspect of a particular piece while avoiding such general statements as “X is a great story” or “Y has been studied for many years.” The object of these response papers is to teach students economy of words while hopefully sparking ideas that can be expanded in longer assignments.
  - These papers are NOT to exceed a single page in length.
  - Each response paper must address the particular work being studied the week the response paper is due (Example: Response paper for Week 2 will be about Wise Blood since that is the text we will be discussing that week).
- Assigned Readings
  - Being that this is a literature course, students are expected to complete all assigned readings. Reading assignments listed in the course calendar (below) imply that the particular sections and chapters assigned must be read by that day.
  - You also need to set up a three-ring binder – containing the syllabus, class handouts, assignments, class work, notes, outlines, drafts, and essays – and bring it to each class.

### Assignments

- Your grade will be determined as follows:

- 1-Page Response Papers (5): 10%
- First Paper: 10%
- First Exam: 15%
- Second Paper: 15%
- Final Exam: 20%
- Research Paper: 20%
- Participation and attendance\*: 10%

\*You can miss two (2) class sessions without lowering your grade. Being absent more than twice will result in a reduction of your attendance grade. I will, however, accept *documented* medical illnesses. This will be discussed further in class.

### Grading

-Final grades will be based on the following scale:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 0-59%

**VERY IMPORTANT:** Late papers WILL NOT be accepted for full credit; your grade will decrease by 1/4 (25%) every day it is not turned in (every day, not just class days). All work is due *before* the beginning of class. Work e-mailed to me fifteen minutes after class begins will be considered late. Make-up dates for exams will not be provided. Students must monitor their grades and bring discrepancies to the teacher's attention before the last day of class. **There will be no discussion of grades after the final day of class.** Instructor will set the final weight of grades in grade book after the last day of class, so be aware that your grade book will not show the actual weight of individual grades until after the last day of class.

### Exams

-As mentioned above, there will be two major examinations in this class. Both the midterm and final examinations will concentrate on material that has been emphasized in the lecture portion of the class. The questions will provide you an opportunity to demonstrate your mastery and understanding of what we discussed in class. The following is an explanation of how these exams will be graded:

- A Grade - reflects a comprehensive and detailed knowledge of the assigned reading and the discussions that the readings generated. In spite of a time limit, the student's writing demonstrates an inclination to use a variety of sentence structures as a reflection of the complexity of the student's insight.
- B Grade - shows that the student has a thorough understanding of a variety of the materials under consideration. The quality of the writing is sufficient to meet the expectations derived by the time limit for the response to questions posed.
- C Grade - scattered and uneven understanding of the material addressed by the exam. Responses may occasionally lapse into vague or trite phrases that provide poor insight.

-D Grade - indicates that the student has acquired some small measure of knowledge of the text but only at a surface level. Answers fail to explore deeper elements of work, focusing on irrelevant or incoherent points.

-F Grade - ignores the questions in a variety of ways. Identification of ID shows that student is quite unfamiliar with works studied. Student may simply attempt to bluff their way toward answers and talk about something else of which he/she has little knowledge.

### Papers

-Writing a paper is one of the most effective ways of expressing your thoughts in an academic setting. Spelling, punctuation, and grammar will be expected to be consistently correct and you are expected to turn in your papers on time. The following details how your papers will be assessed:

-A Grade - an excellent essay and is free of careless grammatical, spelling, and organizational errors. It begins with a clear thesis, has seamless transitions from paragraph to paragraph, and never loses sight of its focal point. Writer draws a logical conclusion that answers a problem stated in the thesis and takes advantage of the process of argument and counter-argument. The essay meets the length requirement of the assignment and contains an original point of view that is lively and interesting to read. It has no format errors and is turned in on time. An “A” represents a writing level of unusual polish and style, and often takes a surprising angle in developing the thesis. This level of writing is rare because it shows consistent excellence while surpassing assignment expectations.

-B Grade - a good essay that has many of the qualities found in an “A” paper, but it might have one too many writing errors. It often lacks the depth of explanation and originality seen in an “A” paper and usually minimizes any evidence that might contradict or undermine the strength of the writer's assertion (in other words, it fails to address any counter-arguments). It represents solid, readable writing that does what the assignment asks. “B” level writing exhibits concrete support for claims, fine organization, and substantive thoughtfulness.

-C Grade - an adequate essay. It may have errors but not enough to hurt its clarity. It shows some of the qualities of an “A” or a “B” paper, but it does not develop an idea completely. It is adequately organized but is rather simplistic. It satisfies all of the requirements of the assignment, but it lacks sufficient, concrete support needed to illustrate its assertions or prove its point. It also shows lapses in editing proficiency and contains careless errors.

-D Grade - inadequate. It contains some of the following problems; it is too short, has many errors, lacks clarity and focus, lacks logical organization, rambles, is too general, or doesn't satisfy the requirements of the assignment. The argument is unconvincing or vague to the point of being difficult to read.

-F Grade - paper is off topic, poorly written, and contains too many errors.

### Accommodations and Needs

-Students requiring support services should consult the school's DSP & S office to inquire about assistance programs offered to students with unique needs.

### Financial Aid and Tutoring

-LAMC is dedicated to the successful completion of your classes, as such it provides you with many resources at your disposal. For academic assistance please contact LAMC's Learning Center. It offers labs and tutoring for science, mathematics, reading, and writing for all students regardless of the discipline they are in. For these, you may visit the Academic Success Center Writing Lab, Math Center, or the Science Success Center. Because LAMC is a firm supporter of the idea that everyone deserves an advanced education regardless of one's economic situation, some students are eligible for receiving help with paying for their courses; please refer all questions to LAMC's Financial Aid & Scholarships Office.

### Dropping This Class

-A student who decides to drop this class will need to fill out and submit the required paper work to Admissions by the published deadlines (check schedule of classes). Failure to do so before the deadlines will lead to an "F" for this class. Please keep in mind that the college has adopted a three attempt policy, meaning that you can only take a course three times before being barred from registering for it again; Ws (withdrawals) also count toward this total.

### Reporting An Absence

-If you are absent, please contact a classmate so that you will be up to date on required homework and assignments when you return to class. Even if you are absent, you still have the responsibility of fulfilling all requirements. Email the instructor only if the absence will be more than two class meetings.

### College-Level Issues

- The goal of a college education is to help students be objective and analytical about positions and beliefs which may be in contrast to their own. All students are expected to approach course materials in an open-minded and objective manner. Political, religious, and other personal belief systems may not be used as an excuse for being exempted from activities, discussions, and assignments. If you are uncomfortable with viewpoints which may differ from your own, you should consider taking another class. Also, given the language and content of some of the texts read, this class is not appropriate for minors.

### Class Conduct

-All cell phones must be off (or silent) and hidden from view during class.  
-Eating in class should be limited to "quiet" foods.  
-Laptop computers are allowed for any activities pertaining to the class only; such activities as browsing the internet or checking e-mail are disruptive and thus prohibited.  
-In an effort to make this a safe, comfortable learning environment for everyone, students are expected to be respectful to their classmates. Personal attacks, hurtful statements, or otherwise inappropriate conduct will not be tolerated. You will be asked to leave the room if your behavior is inconsistent with this institution's expectations. Feel free to contact me if you have any questions.

### Plagiarism

-Failing to provide citation and passing work as your own is known as plagiarism; in essence, it is using someone else's words as if they were your own. It is unacceptable and unallowable; therefore, any instances of plagiarism will be directed to and dealt with by the university's proper authorities. It may be punishable by failure of the course, suspension, or even expulsion from school. Students with inquiries regarding this issue should consult the instructor or the school's catalog.

### Submitting Your Work

-As a personal permanent record of the work that you do in this class, you are asked to send a copy of your work to your private email as you complete portions of written assignments and when you complete your paper. If your computer crashes, therefore, or if you forget your printed paper at home, you can print out your work from the school library by downloading your paper from your personal email. All work must be in MLA format and include in-text citations in addition to a works cited page. Failing to adhere to this policy will result in an "F" for your paper. Check with me if you're not sure what "MLA format" means. Please do not email me copies of your work and do not leave copies of your essays anywhere for me to pick up; they will not be accepted.

### Academic Standards

-It is up to each student to uphold the integrity of this course and institution. As such, it is your responsibility to review and abide by the school's official policy governing issues of respect, cooperation, cheating, and plagiarism. Disruptive students, furthermore, will be subject to exclusion from class for two sessions and asked to meet with the instructor and/or an administrator prior to re-entering the class. Violating this school's standards can lead to a student receiving a "Fail" and/or be excluded from the class/campus (see LAMC Catalog for details).

### Final Note

-This syllabus is a guide to use throughout the course and is subject to change at the instructor's discretion. Do not hesitate to ask for assistance; your success is our goal here at LAMC.

# Course Calendar

*subject to change*

## Week One

[Tuesday, August 27th] - No assigned reading

*Discussion Points:* Course outline, goals, assignments, general introduction, overview of texts, talk about art and creativity, mention themes we may find.  
*Assignments Due:* Writing diagnostic.

## Week Two

[Tuesday, September 3rd] - *Assigned Reading:* Wise Blood - Chapters 1-3

Essay - "Psychoanalytic Criticism (1930s - present)" - Use link below:

<http://owl.english.purdue.edu/owl/resource/722/04/>

*Discussion Points:* The basics: scene, characters, establishing character agendas, choices authors have to make: narrator, reader's perception of characters (author's intent), what is gained and lost through POV, post-modernism, narrative thread, conflict, rising action, introduce psychological criticism, finding a thesis, writing an intro.

## Week Three

[Tuesday, September 10th] - *Assigned Reading:* Wise Blood - Chapters 4-7

Poem (online) - "Kubla Khan" (Coleridge)

*Discussion Points:* First paper, elements of strong writing, finding your voice/style, continue psychological criticism

*Assignments Due:* **1-Page Response (1 of 5)**

## Week Four

[Tuesday, September 17th] - *Assigned Reading:* Wise Blood - Chapters 8-12

*Discussion Points:* Climax, falling action, resolution, reader's response criticism, peer review, citations, plagiarism, concrete evidence/support.

*Assignments Due:* **Rough Draft of First Paper**

## Week Five

[Tuesday, September 24th] - *Assigned Reading:* Wise Blood - Chapter 12-End

Poems (online) - "Composed Upon Westminster Bridge" (Wordsworth)

"Daffodils" (Wordsworth)

"A Patient Noiseless Spider" (Whitman)

*Assignments Due:* **First Paper Due (3-5 pages)**

*Discussion Points:* Poetry's tools of the trade (poetic devices), romanticism, transcendentalism

## Week Six

[Tuesday, October 1st] - *Assigned Reading:* Drinking Coffee Elsewhere - "Brownies",

"Drinking Coffee Elsewhere"

Poem (online) - "A Dream Deferred" (Hughes)

Essay (online) - "Race, Racism, and Discrimination" (Bobo, Fox)

*Discussion Points:* Short story - what is it?, introduce second paper, ideas, approaches, narrative arc, character development, postcolonial criticism, expectations, restrictions, body paragraphs  
*Assignments Due: 1-Page Response (2 of 5)*

### **Week Seven**

[Tuesday, October 8th] - *Assigned Reading:* Drinking Coffee Elsewhere - "The Ant of the Self"  
"Speaking in Tongues"  
Poem (online) - "Forgiving My Father" (Clinton)  
Poem (online) - "To A Daughter Leaving Home" (Pastan)

*Discussion Points:* Making sense of truth through fiction, what can one learn from stories an author "makes up?" Character growth (bildungsroman), peer review  
*Assignments Due: Rough Draft of Second Paper Due (3-5 pages)*

### **Week Eight**

[Tuesday, October 15th] - *Assigned Reading:* *Death of a Salesman* - Act One  
Essay (online) - "Marxist Criticism (1930s-present)" - Use link below  
<http://owl.english.purdue.edu/owl/resource/722/05/>

*Discussion Points:* Elements of drama, choices we make/choices characters make, approaching drama, performance, dialogue, scene, directing actors as opposed to instructing, populating the stage, putting drama in drama, Marxist criticism  
*Assignments Due: Second Paper Due (3-5 pages)*

**-CUT OFF FOR MIDTERM READING-**

### **Week Nine**

[Tuesday, October 22nd] - *Assigned Reading:* *Death of a Salesman* - Act Two, Requiem  
*Discussion Points:* What to expect on first exam, how to prepare, Reading fiction contextually: biographical, historical, and New Historical Criticism, for whom is text written? New Criticism and deconstruction, American Dream, poverty  
*Assignments Due: 1-Page Response (3 of 5)*

### **Week Ten**

[Tuesday, October 29th] - *Assigned Reading:* No assigned reading  
*Assignments Due: First Exam - In class (For material up to Week 8)*  
*Discussion Points:* Setting as character

### **Week Eleven**

[Tuesday, November 5th] - *Assigned Reading:* Winesberg, Ohio - "Adventure," "Mother,"  
Essay (online)-"Feminist Criticism (1960s-present)"-Use link below  
<http://owl.english.purdue.edu/owl/resorce/722/11/>

*Discussion Points:* Definition of short story cycles, modernism, how this work relates to novels, how they differ, Orientalism, objectification, feminist criticism  
*Assignments Due: 1-Page Response (4 of 5)*

## **Week Twelve**

[Tuesday, November 12th] - *Assigned Reading*: Article (online) - "Logical Fallacies"  
Winesburg, Ohio - "Nobody Knows"  
"Hands"

*Discussion Points*: Logical fallacies, examples, issues in writing, connect story to themes

## **Week Thirteen**

[Tuesday, November 19th] - *Assigned Reading*: Winesburg, Ohio - "Queer," "Death,"  
"Departure"  
Essay (online) - "Gender Studies & Queer Theory (1970s-present)"  
See link: <http://owl.english.purdue.edu/owl/resource/722/12/>

*Discussion Points*: Keeping it together: how does the author write independent pieces that don't break it apart? Recurring elements: what do these separate stories add to one another? Limits we put on others/limits put on us/limits we place on ourselves, gender studies and queer theory

## **Week Fourteen**

[Tuesday, November 26th] - *Assigned Reading*: Poem (online) - "Howl" (Ginsberg)  
Poem (online) - "I Am Waiting" (Ferlinghetti)  
Poem (online) - "The Robe" (McClure)

*Discussion Points*: Where does writing come from? How does critical thinking fit into all of this? Beat Generation and its influence, anti-establishment, Introduce final exam

*Assignments Due*: **1-Page Response (5 of 5)**

## **Week Fifteen**

[Tuesday, December 3rd] - *Assigned Reading*: Poem (online) - "Abandoned Newborn" (Olds)  
Poem (online) - "May 1937" (Olds)  
Poem (online) - "Those Winter Sundays" (Hayden)  
Poem (online) - "Midterm Break" (Heaney)

*Discussion Points*: Connect texts, family issues through poetry (catharsis), review for exam.

*Assignments Due*: **Research Paper Due - 6-8 pages**

## **Week Sixteen – Class Final [TBA]**

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>