

**English 102 (GCC)**  
**Fall 2008**  
**(Section # 2742)**

Instructor: Piper Rooney  
Class Meeting Times & Location: T & TH 1:15 – 2:47 p.m. AU 111  
Office Hours & Location: **AD241 M W 8:30 – 9:30 F 12:00 – 1:00**  
**SF101 T & TH 8:30 – 9:30**  
Contact info: piper@glendale.edu (818) 240-1000 x 5342

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**\*Course Description**

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**English 102 “Critical Thinking and Literary Analysis”** is designed to help students to develop their critical thinking and writing skills beyond the level achieved in English 101. The course emphasizes the application of logical reasoning, analysis, and strategies of argumentation in critical thinking and writing, using literature (both fiction and non-fiction) and literary criticism as subject matter.

Prerequisite: English 101

\*Taken from Glendale Community College Catalog 2006-2007.

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**Texts**

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Bronte, Charlotte. Jane Eyre. (Several good editions are available.)

Klages, Mary. Literary Theory: A Guide for the Perplexed, Continuum International Publishing Group, 2007.

Rhys, Jean. Wide Sargasso Sea. New York: Norton, 1992.

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**Course Work & Class Policies**

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Writing: Over the course of the session, you will complete approximately five 1,200 word essays and one longer, (approximately 2,500 word), research paper, covering a variety of topics associated with the readings. These essays will be a combination of in-class assignments and homework, and will result in your writing eight thousand words; they will demonstrate your understanding and ability to apply critical thinking, analysis and literary theory.

Reading: Assigned reading from the text and other sources will be outlined on the course schedule. A reading assignment mentioned in the schedule should be completed by the date on the schedule, ready for discussion on that date.

Quizzes and Exams: Quizzes will be administered periodically throughout the session; a midterm will be administered in October, and your research paper will count as your final essay exam. A cumulative quiz score of less than 50% at the end of the session will result in a loss of credit for the course.

Grading: In order to receive credit for this class, students **must complete** all assigned work, display sufficient mastery of writing, composition, analytical and theoretical skills as outlined in the course overview.

Grades are as follows:

Passing:

A = 90-100%

B = 80-89%

C = 70-79 %

Failing:

D = 60-69%

F = 59-0%

If, during the course of the semester, you are uncertain of your current grade, you may ask me during class, or contact me by e-mail at [piper@glendale.edu](mailto:piper@glendale.edu)

### **Student Learning Outcomes for English 102:**

**Reading:** Critically read and evaluate culturally diverse literary and prose texts which address critical positions and problems. Identify thesis or unifying theme of text and its traditional use of reasoning and logic. Identify and evaluate supporting evidence for relevance and accuracy and evaluate text in terms of diction, tone and unity. (Exit Standards A1, A2, A3, A4, A5)

**Core Competencies:** 1a, 1b, 4a, 4b, 4c, 4d, 4e, 5b, 5d

**Exit Level:** Reading 7; Writing 7; Listening/Speaking 7; Math 1

**Assessment Method:** Research Essay

**Research:** Demonstrate appropriate application of supporting evidence from primary and secondary sources. Evaluate evidence in terms of accuracy, relevance, and freedom from faulty assumptions. (Exit Standard B3)

**Core Competencies:** 1a, 1b, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 4e

**Exit Level:** Reading 7; Writing 7; Listening/Speaking 7; Math 1

**Assessment Method:** Research Essay

**Writing:** Write sophisticated, coherently structured, mechanically sound expository and persuasive essays related to literary works and current issues. (Exit Standards B1, B2, B3, B4, B5, B6)

**Core Competencies:** 1a, 1b, 4a, 4b, 4c, 4d, 4e

**Exit Level:** Reading 7; Writing 7; Listening/Speaking 7; Math 1

**Assessment Method:** Research Essay

### **Exit Standards for English 102 (approved by Curriculum and Instruction Spring 2008)**

A. Critically read and evaluate culturally diverse literary and prose texts which address critical positions and problems.

1. Identify thesis or unifying theme

2. Identify traditional reasoning and logic (including induction and deduction, denotation and connotation)
  3. Identify and evaluate supporting evidence (relevance, accuracy)
  4. Distinguish fact from opinion, recognize assumptions and fallacies
  5. Evaluate text in terms of diction, tone and unity
  6. Analyze literary texts through traditional tools of literary criticism.
  7. Identify the ways in which expository pieces and arguments are shaped by an author's social, historical, moral, and psychological, and philosophical assumptions
- B. Write logical, coherently structured and mechanically sound, thesis based expository and persuasive essays which demonstrate appropriate use of primary and secondary research materials.
1. Select topic and adjust it in terms of breadth and complexity
  2. Clearly establish thesis
  3. Demonstrate appropriate use of supporting evidence in terms of accuracy, relevance, and freedom from faulty assumptions and fallacies
  4. Demonstrate ability to refute counter-argument
  5. Write critical analyses of literary works, relating them to current issues
  6. Maintain unity and coherence within and between paragraphs
  7. Maintain college-level prose standards (mechanics)

### **COURSE REQUIREMENTS**

**All papers** must be turned in at the beginning of class on the date that they are due, and must be in accordance with MLA format. Late essays will be downgraded one full grade, and will not receive comments.

Neither quizzes nor the final exam may be made-up, except in the event of an excused absence. I will endeavor to return graded work one week after submission.

**All assigned reading** must be completed before the scheduled discussion. Note that your active and thoughtful participation in discussions and exercises will be an important consideration in determining your grade.

**Library Workshops:** You must attend 3 library workshops by October 30<sup>th</sup> 2007. You will be given a certificate at the end of each workshop which you must show me. Attendance of these three workshops accounts for a percentage of your final grade.

**Absences:** In accordance with departmental policy, more than four unexcused absences (the equivalent of 2 weeks' instruction) may bar you from receiving credit for the class. Students failing to attend the first class meeting will be dropped from the class and will not be readmitted. Arriving late to class will count as an absence. Please note that attendance is based not only on your physical presence but also on your satisfactory preparation for the work in which the class will engage, as well as your possession of required materials. (Always bring text books and writing material.)

**Cell Phone Policy:** If you are the parent of a small child (or children), or if you are responsible for the health of an elderly member of your family, you may keep your cell phone switched on during class – Silent setting. Otherwise, please turn off any distracting electronic device. (If you text during class, you will automatically be marked absent for that class, since you will be elsewhere mentally!) Thanks!

**Plagiarism** does not benefit you, and will not be tolerated. All secondary sources must be clearly recognized. Any instances of plagiarism will be dealt with in accordance with departmental policy as outlined in the student handbook.

Students with disabilities who need any accommodations or assistance should notify the instructor at the beginning of the course.

Note: I may alter this syllabus at any time during the session. Alteration may include but is not limited to adding, deleting or changing the content or due date of any reading or writing assignment.

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### Weekly Schedule

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#### WEEK 1

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|---|--------|--|
| T | 9.2.08 | Intro to 102 – Text to Self, Text to Text, Text to World<br>Anzaldua’s “Horse” |
| R | 9.4.08 | Discussion of <u>Story of an Hour</u> by Kate Chopin x 3 Literary Theories     |
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#### WEEK 2

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|---|---------|---|
| T | 9.9.08  | <u>The Yellow Wallpaper</u> by Charlotte Gilman Perkins |
| R | 9.11.08 | Conflict, Plot, Setting:                                |
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#### WEEK 3

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|---|---------|---|
| T | 9.16.08 | The Language of Fiction: Hemingway “Hills Like white Elephants”, Paz, “My Life With the Wave” |
| R | 9.18.08 | “Eve in Darkness” and James Joyce’s “Eveline”   |
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#### WEEK 4

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| T | 9.23.08 | Klages: Psychological Literary Theory |
| R | 9.25.08 | Klages: Feminist Literary Theory      |
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#### WEEK 5

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| T | 9.30.08 | Klages: Marxist Literary Theory |
| R | 10.2.08 | First Paper due.                |

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WEEK 6		
T	10.7.08	The Novel: <u>Jane Eyre</u> Charlotte Bronte, Chapters 1 – 5
R	10.9.08	<u>Jane Eyre</u> Chapters 6 - 10
WEEK 7		
T	10.14.08	Chapter 11 Thornfield Hall
R	10.16.08	<u>Jane Eyre</u> Chapters 12 - 16
WEEK 8		
T	10.21.08	<u>Jane Eyre</u> Chapters 17 - 20
R	10.23.08	<b>*MIDTERM*</b>
WEEK 9		
T	10.28.08	<u>Jane Eyre</u> Chapters 21 – 23 Male / Female 19 <sup>th</sup> Century Exercise
R	10.30.08	<u>Jane Eyre</u> Chapters 24 - 26
WEEK 10		
T	11.04.08	Charlotte Bronte and Originality – Essay set. Due 11/ 20
R	11.06.08	<u>Jane Eyre</u> Chapters 27 - 30
WEEK 11		
T	11.11.08	<u>Jane Eyre</u> Chapters 31 - 35
R	11.13.08	<u>Jane Eyre</u> Chapters 36 - 38
WEEK 12		
T	11.18.08	Bronte Essay Due
R	11.20.08	<u>Wide Sargasso Sea</u> Part One
WEEK 13		
T	11.25.08	<u>Wide Sargasso Sea</u> Parts 2 and 3 (In Class Essay)
R	11.27.08	Discussion of Parts 2 and 3 Post Colonialism Research Topic Set. Introduction to Turnitin
WEEK 14		
T	12.2.08	Post-Colonial Poetry: Julia Alvarez “Homecoming”, Sherman Alexie “Texas Chainsaw Massacre”, Derek Walcott and the Caliban paradox
R	12.4.08	Patricia Rozema’s <u>Mansfield Park</u> Screening

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WEEK 15

T 12.9.08 Writing Workshop

W FINALS BEGIN

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WEEK 16

Research Essay Due: 12/12/08