

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York
Department of English

ENGLISH 201: INTRODUCTION TO LITERATURE Fall 2019

Section: 201:0803

Monday: 8:00 AM – 9:40 AM Fitterman 804

Thursday: 8:00 AM – 8:50 Fitterman 1003

3 Credits/3 Hours

Prof. Dottino

Office Hours: Wednesday 11:00AM and by appointment

Mailbox in English Department N751

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Course Description

Welcome to the class! English 201 is a continuation of English 101 that gives you additional opportunities to practice and develop academic reading and writing skills. You will be introduced to a variety of literary genres including the short story, poetry, and drama. By reading, analyzing, and writing about literature, you will become a more competent and confident reader, critical thinker, and writer. You will practice techniques leading to an essay that uses library and Web sources. By the conclusion of English 201, you will be prepared for the analytical and research-based writing required in upper-level courses across the curriculum, as well as for advanced courses in literature.

Prerequisites: Successful completion of English 101 or the equivalent from another college.

Required Text: *Literature: A Portable Anthology*. 3rd edition. Eds. Janet E. Gardner, Beverly Lawn, Jack Ridl, Peter Schakel. Bedford St. Martins, 2013. This book is available at the college bookstore. *Doubt: A Parable* by John Patrick Shanley

Course Learning Outcomes (After successfully completing this course, you can expect to be able to...)	Measurements (means of assessment for learning outcomes listed in first column)
1. Acquire a critical appreciation of the nuances and complexities of a variety of literary texts.	1. Graded essays, class discussions.
2. Define and apply literary terms to analyses of texts within several literary genres.	2. Graded essays, class discussions.
3. Write at least four well-developed, thesis-driven argument and analysis essays that use evidence from literary texts and incorporate research, and are comprised of clear, grammatically-correct, effective sentences in well-organized paragraphs.	3. Graded essays.
4. Frame research questions; plan research strategies; find and evaluate sources using the BMCC Library and the BMCC Library	4. Graded research paper, including drafts and revision.

Website; and present the results of research.	
5. Correctly use the conventions of MLA documentation and citation, including a “Works Cited” page.	5. Graded research paper.

Below are the college’s general education goals that students who successfully complete this course can expect to have achieved:

	General Education Learning Outcomes	Measurements (means of assessment for general education goals listed in first column)
	Communication Skills- Students will be able to write, read, listen and speak critically and effectively.	Graded essays, class discussions.
	Arts & Humanities – Students will be able to develop knowledge and understanding of the arts and literature through critiques of works of art, music, theatre or literature.	Graded essays, class discussions.
	Values- Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.	Graded essays in response to assigned topics, class discussions, class conduct.

Course Requirements

- 4 essays, including a draft and revision of a research essay that uses library and Web resources.
- Writing exercises and/or quizzes to accompany reading assignments. Reading is an important part of this class. You must not come to class unprepared. In order to help you better prepare for class discussion, there will be short writing exercises and/or quizzes on most readings assigned: these will either be assigned to be written at home or the beginning of class.
- Active participation in class discussions: Your opinions matter!

Course Policies

- Attendance and Punctuality:

Class Participation

Participation in the academic activity of each course is a significant component of the learning process and plays a major role in determining overall student academic achievement. Academic activities may include, but are not limited to, attending class, submitting assignments, engaging in in-class or online activities, taking exams, and/or participating in group work. Each instructor has the right to establish their own class participation policy, and it is each student’s responsibility to be familiar with and follow the participation policies for each course.

Lateness

Classes begin promptly at the times indicated in the Schedule of Classes. Arrival in classes after the scheduled start time constitutes lateness. Latecomers may, at the discretion of the instructor, incur an official absence.

- **You are responsible for any work assigned during an absence.** If you miss class, you may contact me via email or ask another student what you have missed.
- You must be professional, attentive, and courteous in class.
- Avoid leaving the room during class.
- **No cell phone usage.** Remove headphones before entering class.
- No recording devices allowed.
- Academic Adjustments for Students with Disabilities. Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Accessibility. BMCC is committed to providing equal access to all programs and curricula to all students.
- **BMCC Policy on Plagiarism and Academic Integrity Statement.** Plagiarism is the presentation of someone else's ideas, words or artistic, scientific or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's web site, www.bmcc.cuny.edu.
- **Organization and Assignments**
- Read all handouts and assignments carefully, and keep them organized in a folder for reference.
- Get a calendar and write down important due dates to help keep them in mind. Please refer to the Academic Calendar on the BMCC website, so you will know important school dates.
- Start assignments early.
- Always write essays with the assignment next to you and check regularly to make sure your paper is following the assignment instructions.
- Supplies: Please save work you do. You may use a USB drive or open a Free Google Docs account (Go to google.com, click MORE, click DOCUMENTS and follow the instructions. This will allow you to save your writing online, and access it, from any internet enabled computer).
- **Assignments:** When writing, we will be using the **MLA Style Guide** (Modern Language Association of America). MLA footnoting includes: parenthetical documentation (author's last name and page numbers) in the text of your composition. At the end of your document, MLA reference information includes: author's last name, first name, book title, city & state of publishing house, date of publication, type of media (print, film, internet, television, etc.) An MLA Reference Sheet will be distributed and posted on Black Board (when available).
 - Document any and all references in your assignments: newspapers, books, internet sites, films, etc. It is better to be safe
 - If you are using the internet as a source, make sure the information is from a reliable source (university press, well known authority). If you have a question

about the source material, PLEASE DON'T HESITATE TO ASK FOR ASSISTANCE.

- **All documents are to be DOUBLE SPACED. Times New Roman-12.**
- Spell check: MS Word includes a spell check program (.doc, docx). **Remember:** this is not the end all – be all. If the word is spelled correctly, it will not appear as a misspelled word. Spell check DOES NOT correct for word usage, verb tense, etc.
- If you think you are having a problem with a particular assignment, please don't hesitate to utilize the **Writing Center** or ask me for assistance.
- **ASSIGNMENTS: to be EMAILED:** please attach all documents as an **MS Word / MS Office Suite** document. **Do NOT send documents through cell phone email applications** as it disrupts the original format of the attached document. **If you use Apple software, please convert to Microsoft format and check that it follows MS Word format. Please send assignments to suzannedottino@gmail.com until my BMCC e-mail account is established. Responses will be sent to the student's BMCC email address.**
- **Netiquette:** If you are sending an email, please remember to write in complete sentences, utilizing academic/professional language. Complete sentences are appreciated.
- **Library Services:** BMCC's Library Services provides assistance to students upon request for research assignments. Please see: [BMCC Library](#) » [Help](#) » **One-on-One Appointment**

CUNY COMMON CORE Location	
Please check below the area of the Common Core for which the course is being submitted. (Select only one.)	
Required <input checked="" type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	Flexible <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Scientific World <input type="checkbox"/> Creative Expression
Waivers for Math and Science Courses with more than 3 credits and 3 contact hours	
Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.	
If you would like to request a waiver please check here:	<input type="checkbox"/> Waiver requested
If waiver requested: Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.	
If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	

Learning Outcomes	
In the left column explain the course assignments and activities that will address the learning outcomes in the right column.	
I. Required Core (12 credits)	
A. English Composition: Six credits A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
Students will write thesis driven papers, research papers, informal response papers and other low-stakes writing assignments that identify arguments and major assumptions and evaluate supporting evidence and contexts in texts by a variety of authors.	<ul style="list-style-type: none"> Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
Students will write thesis driven papers, research papers, and informal response papers. Students will produce multiple drafts of formal essay assignments. Students will engage in proof-reading class activities.	<ul style="list-style-type: none"> Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
Students will consult primary and secondary sources using the library and college on-line databases. Students will write research papers that synthesize the primary and secondary sources they gathered and evaluated.	<ul style="list-style-type: none"> Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
Students will write thesis driven papers that support a thesis with well-reasoned arguments using research and utilizing various technologies to support a persuasive argument.	<ul style="list-style-type: none"> Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
Students will write a thesis driven research paper that supports an original thesis about a text/s covered in the course. Students will support their arguments using documented and cited primary and secondary sources, utilizing conventions of MLA ethical attribution and citation.	<ul style="list-style-type: none"> Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

Grading

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|---------------------------------------|-----|
| • Essays | 40% |
| • Research Essay (#4) | 30% |
| • Writing Exercises, Quizzes | 15% |
| • Class Participation, and attendance | 15% |

Tentative Schedule of Readings, Assignments, and Class Work

This schedule is subject to change. I will adjust this schedule as necessary to meet the needs of our particular group

Week 1

Mon Jan. 27

Introduction to the course
Syllabus Review

Fri Jan. 31

Close Reading- In-class discussion on “Close Reading”

In-class Diagnostic writing assignment

- Week 2** **Mon. 2/3**
Essay writing Review
Kate Chopin “The Hour”
- Friday 2/7**
James Joyce: “Eveline” (handout)
Joyce.
- Week 3** **Monday 2/10**
Joyce continued
Homework: Close Reading: “A & P” by John Updike (Blackboard for text)
- Fri. 2/17**
NO CLASS Presidents DAY
- Week 4** **Mon. 2/24**
Updike Continued
John Updike: “A&P” (294-299). **Essay #1 Due**
- Friday 2/28**
Guy de Maupassant: “The Necklace” (Handout).
Grammar Review: Comma Splices, Run-on Sentences. [Graded Assignment]
- Week 5** **Wed 3/2**
Maupassant, continued. Grammar Review: Sentence Fragments [Graded Assignment]
- Friday 3/6**
James Joyce: “Eveline” (handout)
Working with secondary sources: reading
Jamaica Kincaid “Girl”
- Week 6** **Wed 10/2**
Working with secondary sources, continued. **Essay #2 Assigned**
- Friday 10/4**
Tillie Olsen: “I Stand Here Ironing” (223-229)
Olsen continued. Semi-Colons. Essay review
- Week 7** **Wed 3/9**
Sandra Cisneros “The House on Mango Street”
- Friday 3/13**

- Week 8** **Wed 3/16**
- Friday 3/20**
Discussion of Research Essay: Summarizing Sources, Citing Sources
MLA Review
- Essay #2 Due**
- Week 9** **Wed, 3/23**
Joyce Carol Oates: “Where Are You Going, Where Have You
Been?”(312-326) Oates, Research Essay Assignment
- Friday 3/27**
Oates, continued. Discussion - Research Essay: Finding Reliable
Sources
- Week 10** **Wed. 3/30**
Ha Jin: “An Entrepreneur’s Story” (Handout/ TBD)
- Fri. 4/3**
- Week 11** **Mon 4/6**
Joyce Carol Oates: “Where Are You Going, Where Have You
Been?”(312-326)
Discussion: Final Research Essay Draft [5-7 pages; Essay #3]
Reading Drama: Susan Glaspell: *Trifles* (909-920)
- Friday 4/10**
NO CLASS
- Week 12** **Mon 4/13**
NO CLASS
- Friday 4/17**
Jacob and Wilhelm Grimm: “Cinderella” (Handout)
Research Essay Due [Essay #3]
- Week 13** **Mon 4/20**
Essay Peer Review
Reading Poetry: Anne Sexton: “Cinderella” (597-600)
- Friday 4/24**

Assign Essay #4

Week 14

Mon 4/27

Theodore Roethke: "My Papa's Waltz" (565-566).
Gwendolyn Brooks: "Sadie and Maud" (Handout)

Fri. 5/1

Week 15

Mon 5/4

Gwendolyn Brooks: "We Real Cool" (578)

Friday 5/8

Poetry Review

FINAL ESSAY #4 Review

Week 16

Wed. 5 /11

FINAL ESSAY #4 DUE

Friday 5/15 LAST DAY OF CLASSES

REFLECTION PAPER. [In-class essay] **Attendance is MANDATORY**

Writing the reflection paper – um, yes, that is the thing to do, get on a subway home – yes, that is even the better if not best thing to do, for sure.

Reading List:

"The Hour" a short story by Kate Chopin

"The Necklace" a short story by Guy de Maupassant

"Eveline" by James Joyce

"A & P" by John Updike

PLAYS

Trifles by

Doubt by

Sonnets by William Shakespeare

Oedipex Rex

POEMS