

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



**ENG 201 Introduction to Literature**  
**Spring 2021 on BMCC OpenLab Platform**  
**Section: 1209**  
**Zoom Meeting: Monday 12:00 – 1:40**

**Credit Hours: 3**  
**Prof. Celeste Conway**  
[cconway@bmcc.cuny.edu](mailto:cconway@bmcc.cuny.edu)

**Office Hour: Monday 2:00 – 3:00**  
**Tuesday and Wednesday 11:45 – 12:45**

**Skype, Zoom or telephone**

**COURSE DESCRIPTION**

This is a course that builds upon the skills introduced in English 101. In this course, literature is the field for the development of critical reading, critical thinking, independent research, and writing skills. Students are introduced to literary criticism and acquire basic knowledge necessary for the analysis of texts (including literary terms and some literary theory); they gain proficiency in library and internet research; and they hone their skills as readers and writers.

Assignments move from close readings of literary texts in a variety of genres to analyses that introduce literary terms and broader contexts, culminating in an independent, documented, thesis-driven, research paper. By the conclusion of English 201, students will be prepared for the analytical and research-based writing required in upper-level courses across the curriculum; they will also be prepared for advanced courses in literature.

**Prerequisites and Co-requisites: ENG 101**

**NO TEXTBOOK FOR THIS COURSE**

This is a zero textbook cost course (ZTC) that uses OER (Open Educational Resources), which are accessed through the course in Blackboard.

**HOW THE ONLINE CLASS WORKS**

This is a partly synchronous online class on the *OpenLab*\* platform. There is one required Zoom video meeting per week on Monday from 12:00 to 1:40 p.m. Links to the meetings will be posted on the Openlab Home page. In addition, each week you will be responsible for completing 5-10 activities. The activities are varied and include reading, listening, viewing, and discussing activities. Your grade will be based on essays, quizzes and your responses to the discussion boards. Each week begins on Monday morning and ends on Sunday night.

### **\*OPENLAB AT BMCC**

OpenLab is an online platform on which the College's students, faculty and staff can come together to learn, work, play and share ideas. This means that almost all our course activities will take place on the OpenLab WordPress site, rather than on Blackboard. You will only be directed back to Blackboard to submit essays and take quizzes. You can also visit your Blackboard course to check your grades in the Grade Center.

### **INFORMATION ABOUT DISCUSSION BOARDS**

Class participation via the Discussion Board makes up a significant percentage of your overall grade (20%). Even in an online course, lively discussions are at the heart of an interesting class. Please lend your voice and ideas to all discussion boards and group blogs. These are the main forums for interaction in an online course and detailed information regarding discussion boards and how they are graded is posted in the COURSE INFORMATION section of our OpenLab class.

### **COMMUNICATION IN OUR ONLINE COURSE**

Although we do not meet face to face in an online course, many avenues of communication will be open to you. I can be easily reached by email at [cconway@bmcc.cuny.edu](mailto:cconway@bmcc.cuny.edu), and will make every effort to respond within 24 hours. Video conference or phone call can be arranged during my office hours or at a mutually convenient time.

### **INSTRUCTOR PRESENCE IN THE COURSE**

I will be checking in on the discussion boards during the week and joining frequently in the conversation. A Questions forum will be open throughout the semester where you can post questions at any time. I will check this forum at least every 48 hours.

### **RESPONSE TIME FOR GRADING OF SUBMITTED WORK**

Weekly discussion board grades will be posted on Tuesday or Wednesday of the following week. Essays will be evaluated within 10 days of submission and possibly sooner. No email submissions will be accepted. All written work must be submitted through the Blackboard course in order to receive a grade.

### **POLICY REGARDING LATE WORK**

Papers must be submitted on their due date. Late papers will be penalized one full grade for every 5 days of lateness. There will be a final cut-off date after two weeks after which late essays will not be accepted.

**HOW WORK WILL BE GRADED**

Essays will be submitted and graded through the Turnitin feature on Blackboard. Students will receive both text and voice comments on their work. Plagiarized essays will receive a *permanent* grade of F, and the student will be reported to the Student Life Manager for Student Conduct and Academic Integrity. Detailed explanation of how discussion board posts will be graded can be found in Course Information on the OpenLab course site.

**WEIGHTING OF GRADES**

Essay 1	10%
Essay 2	20%
Research Summary	10%
Final Essay	25%
Discussion Boards	20%
Quizzes	15%

**BMCC GRADING SYSTEM**

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93	90	87	83	80	77	73	70	67	63	60	
-	-	-	-	-	-	-	-	-	-	-	
100	92	89	86	82	79	76	72	69	66	62	

**BMCC** is committed to the health and well-being of all students. It is common for everyone to seek assistance at some point in their life, and there are free and confidential services on campus that can help. A full list of student services is posted on the OpenLab course site on the Help and Resources page.

**SINGLE STOP**

[www.bmcc.cuny.edu/singlestop](http://www.bmcc.cuny.edu/singlestop), room S230, 212-220-8195. If you are having problems with food or housing insecurity, finances, health insurance or anything else that might get in the way of your studies at BMCC, come by the Single Stop Office for advice and assistance. Assistance is also available through the Office of Student Affairs, S350, 212-220-8130.

**COUNSELING CENTER**

[www.bmcc.cuny.edu/counseling](http://www.bmcc.cuny.edu/counseling), room S343, 212-220-8140. Counselors assist students in addressing psychological and adjustment issues (i.e., depression, anxiety, and relationships) and can help with stress, time management and more. Counselors are available for walk-in visits.

**OFFICE OF ACCESSIBILITY**

[www.bmcc.cuny.edu/accessibility](http://www.bmcc.cuny.edu/accessibility), room N360 (accessible entrance: 77 Harrison Street), 212-220-8180. This office collaborates with students who have documented disabilities, to coordinate support services, reasonable accommodations, and programs that enable equal access to education and college life. To request an accommodation due to a documented disability, please visit or call the office.

### **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](http://www.bmcc.cuny.edu). For further information on integrity and behavior, please consult the college bulletin (also available online).

### **COURSE OUTLINE BY WEEK**

Below is a guideline for the class readings.

#### **Week 1** (three days)

Course Sign-up and Introduction

#### Week 2

"The Most Handsome Drowned Man in the World" - Gabriel Garcia Marquez

#### **Week 3**

“Salvation” by Langston Hughes and “Araby” by James Joyce

#### **Week 4**

“A Rose for Emily” by William Faulkner

#### **Week 5**

*Oedipus the King*

#### **Week 6**

*Oedipus the King (cont)*

#### **Week 7**

“Excerpt from ‘On Her Own Work—The Element of Suspense in ‘A Good Man Is Hard to Find’ by Flannery O’Connor

“A Good Man Is Hard to Find” by Flannery O’Connor

**Week 8**

“The Story of An Hour” by Kate Chopin

“The Necklace” by Guy de Maupassant

“The Wife” (poem) by Emily Dickinson

**Week 9**

Special Research Week

Research Summary for Literary Essay

**Week 10**

Poetry: *Sonnets*

"To the Marriage of True Minds" by Shakespeare

“My Mistress’s Eyes Are Nothing Like the Sun” by Shakespeare

Sonnet 43 "How Do I Love Thee?" by Elizabeth Barrett Browning

“What My Lips Have Kissed, and Where, and Why” by Edna St. Vincent Millay

**Week 11**

*Lyrical Poetry*

“The Lake Isle of Innisfree” by William Butler Yeats

“Pied Beauty” by Gerard Manley Hopkins

*Narrative Poetry*

“White Lies” by Natasha Trethewey

*Dramatic Poetry*

“My Last Duchess” by Robert Browning

“The Mother” and “We Real Cool” by Gwendolyn Brooks

**Week 12**

“Where Are You Going, Where Have You Been?” by Joyce Carol Oates

**Week13**

“Little Snow White” by the Brothers Grimm

Excerpts from *Uses of Enchantment* by Bruno Bettelheim

“Snow White and the Seven Dwarfs” by Anne Sexton

**Week 14**

*The House on Mango Street* by Sandra Cisneros

**Week 15**

*The House on Mango Street* by Sandra Cisneros

**Final Exam Week**

Final Test

Below are the learning outcomes for this course in which you are enrolled.

<b>Course Student Learning Outcomes (Students will be able to...)</b>	<b>Measurements (means of assessment for student learning outcomes listed in first column)</b>
1. Display a familiarity with literary terms and vocabulary	1. Measured by quizzes, discussion board response, and essays
2. Be able to respond in writing to questions about literary works.	2. Measured by weekly discussion board responses and essays
3. Be able to engage in analytical discussion with others about literary works.	3. Measured by weekly discussion board responses.
4. Demonstrate a ability to read, dissect and comment on works of literary analysis.	4. Measured by essays and research paper.
5. Demonstrate an appreciation of the connection between literature and the world.	4. Measured by responses to discussion board and essays

Below are the college's general education learning outcomes, the outcomes that are checked in the left-hand column indicate goals that will be covered and assessed in this course. (Check at least one.)

	<b>General Education Learning Outcomes</b>	<b>Measurements (means of assessment for general education goals listed in first column)</b>
√	<b>Communication Skills-</b> Students will be able to write, read, listen and speak critically and effectively.	Measured in discussion boards
	<b>Quantitative Reasoning-</b> Students will be able to use quantitative skills and the concepts and methods of mathematics to solve problems.	
	<b>Scientific Reasoning-</b> Students will be able to apply the concepts and methods of the natural sciences.	
	<b>Social and Behavioral Sciences-</b> Students will be able to apply the concepts and methods of the social sciences.	
√	<b>Arts &amp; Humanities-</b> Students will be able to develop knowledge and understanding of the arts and literature through critiques of works of art, music, theatre or literature.	Measured in discussion boards and essays
√	<b>Information &amp; Technology Literacy-</b> Students will be able to collect, evaluate and interpret information and effectively use information	Measured in successful navigation through the online environment

	technologies.	
√	<b>Values-</b> Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.	Measured in discussion boards and essays

**Below are the Pathways Learning Outcomes for Composition. A course in this area must meet all of the following outcomes.**

<b>Course Student Learning Outcomes (Students will be able to...)</b>	<b>Measurements (means of assessment for student learning outcomes listed in first column)</b>
<b>1.</b> 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 essays, including research, and will read each other's essays and provide advice.
<b>2.</b> 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 write thesis driven essays, including research, and will read each other's essays and provide advice.
<b>3.</b> Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.	Students will write thesis driven essays using scholarly websites and will gather evaluate and synthesize primary and secondary sources.
<b>4.</b> Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.	Students will write thesis-driven, well supported essays across a variety of contexts.

**ENG 201 Pathways Learning Outcomes from the English Discipline Council: A course in this area must meet all of the following learning outcomes.**

<b>Course Student Learning Outcomes (Students will be able to...)</b>	<b>Measurements (means of assessment for student learning outcomes listed in first column)</b>
<b>1.</b> Be able to respond proficiently in writing to literary works	Measured by essays and research paper
<b>2.</b> Display familiarity with literary works by a variety of authors in a variety of genres.	Measured by weekly discussion board responses and essays
<b>3.</b> Be able to offer an extended discussion in writing of two or more texts and authors in relation to each other.	Measured by essays and weekly discussion board responses.
<b>4.</b> Demonstrate the ability to analyze and interpret based on careful attention both to the detail and overall design of a literary work.	Measured by essays and responses to discussion board

<p>5. Demonstrate an understanding of the role of context in determining meaning</p>	<p>Measured by responses to discussion board and essays</p>
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**Enjoy the class!**