

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

The City University of New York

Department of English



ENG 201 Sec. 181J: Introduction to Literature

Winter 2022 on *BMCC OpenLab Platform*

3 credits – Synchronous Online

MWF 6:00 – 8:30 p.m.

Zoom Office Hour: Tuesday, 11:00 a.m.– 12:00 p.m.

or by appointment

Credit Hours: 3

Prof. Celeste Conway

cconway@bmcc.cuny.edu

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 that uses OER (Open Educational Resources), which are accessed through the course on the Openlab platform.

HOW THE ONLINE CLASS WORKS

This is a synchronous online class delivered on a WordPress website via BMCC's OpenLab platform. It is an intensive three-week course that replicates a regular 15-week semester in terms of student requirements. Each week you will be responsible for completing a series of varied activities, which include reading, listening, viewing, discussing, and writing. In addition, students are required to attend three Zoom meetings per week: MWF 6:00 – 8:30 p.m.

INFORMATION ABOUT DISCUSSION BOARDS

Class participation via the written discussion board makes up a significant percentage of your overall grade (40%). Even in an online course, lively discussions are at the heart of an interesting class. This forum is the main avenue for interaction in an online course. Detailed information regarding discussion board posts and how they are graded is available on the COURSE INFORMATION page on the OpenLab website. In order to receive credit, students must post between Monday and Sunday night of each particular week.

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. The best way to reach me is by email at cconway@bmcc.cuny.edu I will make every effort to respond within 24 hours. Virtual meetings 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 reviewing all posts. A Questions forum will be open throughout the semester where you can post questions at any time. This appears on the main menu of the course site. You can expect response to inquiries within 24 hours.

RESPONSE TIME FOR GRADING OF SUBMITTED WORK

Weekly discussion board grades will be posted on Monday or Tuesday of the following week. Essays will be evaluated quickly so that you can incorporate comments and corrections into the next essay. All written work must be submitted through your 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. This is an extremely short course so work must be submitted by deadline.

WRITTEN ASSIGNMENTS

Students will contribute at least 225 words to the weekly discussion board, including one original comment and one response to a colleague. The main project of the course is a 3-4 page research essay, which will be developed over the course of the semester.

WEIGHTING OF GRADES

Essays	40%
Written Discussion Boards	40%
Quizzes	20%

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.

ADVOCACY AND RESOURCE CENTER (ARC)

If you are having problems with finances, health insurance or anything else that might get in the way of your studies at BMCC, contact the Advocacy and Resource Center for advice and assistance at arc@bmcc.cuny.edu.

COUNSELING CENTER

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

Students who need academic accommodations in connection with a disability must initiate the request with BMCC's Office of Accessibility (OA). Students need to register with the Office of Accessibility in order to officially disclose their disability status to the College and to determine eligibility for appropriate reasonable accommodations (including any prior IEPs or 504s). Please contact the OA at the start of the semester (or as soon as possible) to coordinate any accommodation request/s. Office of Accessibility. www.bmcc.cuny.edu/accessibility, **Room N360 (accessible entrance: 77 Harrison Street), 212-220-8180, accessibility@bmcc.cuny.edu.**

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. For further information on integrity and behavior, please consult the college bulletin (also available online).

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COURSE OUTLINE BY WEEK

Below is a schedule of the class readings.

Week 1

Fiction: "Salvation" by Langston Hughes, "Araby" by James Joyce, "The Lesson" by Toni Cade Bambara

Optional: "A&P" by John Updike and "A White Heron" by Sarah Orne Jewett

Week 2

Drama: *Oedipus the King* by Sophocles

Week 3

Poetry: Sonnets, Lyric, Narrative, and Dramatic poems

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

Course Student Learning Outcomes (Students will be able to...)	Measurements (means of assessment for student learning outcomes listed in first column)
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	3. Measured by weekly discussion board

others about literary works.	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.)

	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.	Measured in discussion boards
	Quantitative Reasoning- Students will be able to use quantitative skills and the concepts and methods of mathematics to solve problems.	
	Scientific Reasoning- Students will be able to apply the concepts and methods of the natural sciences.	
	Social and Behavioral Sciences- Students will be able to apply the concepts and methods of the social sciences.	
√	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.	Measured in discussion boards and essays
√	Information & Technology Literacy- Students will be able to collect, evaluate and interpret information and effectively use information technologies.	Measured in successful navigation through the online environment
√	Values- 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.

Course Student Learning Outcomes (Students will be able to...)	Measurements (means of assessment for student learning outcomes listed in first
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	column)
1. 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.
2. 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.
3. 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.
4. 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.

Course Student Learning Outcomes (Students will be able to...)	Measurements (means of assessment for student learning outcomes listed in first column)
1. Be able to respond proficiently in writing to literary works	Measured by essays and research paper
2. Display familiarity with literary works by a variety of authors in a variety of genres.	Measured by weekly discussion board responses and essays
3. 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.
4. 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
5. Demonstrate an understanding of the role of context in determining meaning	Measured by responses to discussion board and essays

Enjoy the class!