Department of English Professor’s Name

York College/CUNY Office:

Semester E-mail:

Section #: Meeting Times Office Hours:

Room # Phone:

# **English 126 Composition II: Writing About Literature**

## **Course Description**

ENG126 (Liberal Arts) Composition II: Writing About Literature 1 conference hr + 3 hrs. 3 crs. A composition course which takes literature as its subject matter, ENG 126 builds on the competencies developed in ENG 125, in close reading, argumentation, and writing from sources, and applies them in a new context. Students read a variety of short literary works including poetry, fiction, and/or drama, and practice responding to them in class, and writing about them both informally and formally. Students also produce a research paper related to themes or questions evoked by the literature. Students will spend one hour per week in conferences, collaborative learning activities, or peer review. Preq: ENG 125. This course may be offered as an online course. [Required Core: English Composition]

## **Learning Objectives**

* Read and listen critically and analytically, including identifying an argument’s major assumptions and assertions and evaluating its supporting evidence.
* 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.
* Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
* Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
* Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

## **Required Text**

Gardner, Janet E., et al., editors. *Literature: A Portable Anthology*. 5th ed. Bedford, 2021.

## **Grading**

The three formal papers will make up the bulk of your grade, as outlined below:

|  |  |
| --- | --- |
| Assignment | Percentage |
| Paper #1 (4 pages/1000 words) | 15% |
| Paper #2 (4-5 pages/1000-1250 words) | 20% |
| Paper #3 (5-6 pages/ 1250-1500 words) | 30% |
| Final Exam | 10% |
| Responses (1 page/250 words) | 10% |
| Peer Review | 5% |
| Class Participation | 10% |

## **Academic Integrity**

A violation of academic integrity is any instance when a student attempts to pass off someone else’s words or ideas as their own, no matter where they obtained those words or ideas, and no matter where these ideas are presented. We practice using quotation and citation in this course so you can benefit from others’ ideas, while attributing them appropriately. There is nothing wrong with representing someone else’s ideas in your work; you just have to give them credit. Additionally, there is nothing wrong with getting help on an assignment, but the final product must be predominantly the result of your own work. All academic integrity violations in this course will result in a 0 on the assignment, and/or a failing grade in the course and/or referral to the College’s Academic Integrity officer.

York College gives four definitions of types of academic integrity violation:

* Cheating: Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.
* Plagiarism: Plagiarism is the act of presenting another person’s ideas, research or writings as your own.
* Obtaining Unfair Advantage: Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.
* Falsification of Records and Official Documents

York College’s policies and procedures can be found at the [Academic Integrity](https://www.york.cuny.edu/academics/integrity) webpage.

Please also be aware that the materials I share with you are for your use as an enrolled student in this class. They are not to be shared or uploaded to sites such as Course Hero, etc.

## **Preparation of Work**

Work must be submitted at the beginning of class and should be typed and stapled. **All work must be prepared and proofread by you personally**. While you are permitted to show your work to others and receive editorial suggestions, you may not have someone else proofread your paper for you. In other words, while you may work with a tutor, classmates, or others, to help you identify problems, you must be responsible for fixing those problems yourself.

## **Participation**

Participation grades will be determined by your attentiveness, preparedness, contributions to discussions, and respect for classmates’ ideas. Absences, arriving late, departing early, or exiting during class will adversely affect your participation grade. If you miss a class, you are responsible for getting any notes and/or announcements.

## **Late Work**

All writing assignments are due at the beginning of the class, whether they are rough or final drafts, or response papers. Late responses will not be accepted; if you are absent on a day when they are due, they must be submitted prior to the next class in my box in the Department of English office (AC-2A16). Late final papers will be penalized unless you have received an extension from me in advance.

Please remember that it is crucial to the drafting and revision process to complete assignments on time. For example, if you do not bring your rough draft to class on the day it is due, you will not be able to participate productively in the peer-review process.

## **Classroom Etiquette**

Please respect your classmates and govern yourself in the classroom as you would in a professional setting.

* Do not answer phone calls, text, or email during class.
* Express disagreement/dissent collegially.
* Do not bring food into the classroom.

## **Email**

The most effective way to get in touch with me outside of class is via the e-mail address on the first page of the syllabus. Please use your York College email address for all college correspondence.

Please do not e-mail papers or responses to me. If you are absent on a day an assignment is due, submit to my mailbox in the Department of English (2A16) before our next class meeting.

I aim to respond to e-mail messages within 24-48 hours. If you have not heard back from me within 48 hours, please re-send your email as it may have gone astray.

## **Resources**

[Center for Students with Disabilities](https://www.york.cuny.edu/csd): <https://www.york.cuny.edu/csd>

* AC-1G02
* csd@york.cuny.edu
* (718) 262-2191

Students with disabilities may contact this office to learn about and gain access to resources available to them to ensure that they have equal access to programs, activities, and services.

[Collaborative Learning Center](https://www.york.cuny.edu/collaborative-learning-center): <https://www.york.cuny.edu/collaborative-learning-center>

* AC-1C18
* clc@york.cuny.edu
* (718)262-2303 or (718) 262-2494

The Collaborative Learning Center assists students with writing skills and offers scheduled tutoring, drop-in tutoring, as well as workshops.

[Counseling Center](https://www.york.cuny.edu/counseling-center): <https://www.york.cuny.edu/counseling-center>

* AC-1G03
* (718) 262-2297
* bpar@york.cuny.edu

The Center provides psychological as well as educational counseling for a range of academic problems, relationship issues, family problems, and other personal concerns.

**Computers** with word processing software, Internet access, and printing facilities are available in these locations:

* [Library](https://www.york.cuny.edu/library): https://www.york.cuny.edu/library
  + 3rd floor, next to the Reference Desk near the Main Entrance.
* [Computer Labs](https://www.york.cuny.edu/ctlet/for-faculty/labs): https://www.york.cuny.edu/ctlet/for-faculty/labs
  + Classroom Building, CL-201a.

## **Detailed Course Outline**

### **Mon, 8/29** In-class: Introductions, diagnostic essay.

#### Homework

* + - **Read** Handout (poems)

### **Wed, 8/31** In-class:Quotation exercise; discuss poems on handout

#### Homework

* + - **Read** “The Role of Good Reading”; “Elements of Poetry”; “One Art” Elizabeth Bishop; “Eating Alone” Li-Young Lee.
    - **Response 1:** Brief autobiography of yourself as a writer. Where have you come from? Where do you want to go as a writer?

### **Mon, 9/5** No class

### **Wed, 9/7** In-class: Bishop and Lee

#### Homework

* + - **Read** “Poetry” Marianne Moore; “What He Thought” Heather McHugh;
    - **Response 2:** Both Moore’s poem and McHugh’s poem offer a kind of definition of poetry. How do they differ? Which one do you find more compelling? Why? Remember to quote from the poems in your response.

### **Mon, 9/12** In-class:Quotation integration; Moore and McHugh

#### Homework

* + - **Read** Excerpts from “Song of Myself” Walt Whitman; “A Supermarket in California” Alan Ginsberg.

### **Wed, 9/14** In-class:Discuss Paper #1; Whitman and Ginsberg

#### Homework

* + - Begin drafting Paper #1; 2 body paragraphs.

#### Paper #1: For this paper, you will be drawing connections between one of the poems on the prompt and one of the poems we read as a class to explore how they explore a common theme or make use of a particular rhetorical/literary element. Your paper should include close reading and analysis of both poems.

### **Mon, 9/19** In-class:Thesis statements for Paper #1

#### Homework

* + - Paper #1 complete draft

### **Wed, 9/21** In-class: **Paper #1 draft due;** peer review

#### Homework

* + - **Read** “A Doll’s House” Henrik Ibsen, Act I and II.

### **Mon, 9/26** No class

### **Wed, 9/28** In-class:Review of Instructor Comments on drafts; Ibsen

### **Thurs, 9/29 Today is a Monday at York**

In-class: review reflective letter; editing practice; Ibsen

#### Homework

* + - Paper #1 Revision and reflective letter
    - Read: Finish “A Doll’s House”

### **Mon, 10/3** In-class: **Paper #1 Final due;** Ibsen

#### Homework

* + - **Read** “Anna in the Tropics” Nilo Cruz, Act I
    - **Response 3:** What is one connection you see between “A Doll’s House” and “Anna in the Tropics”? Chose a short quotation from each work that illustrates this connection and discuss these quotations.

### **Wed, 10/5** No class

### **Mon, 10/10** No class

### **Wed, 10/12** In-class:Cruz

#### Homework

* + - **Read** “Anna in the Tropics” Nilo Cruz, Act II

### **Mon, 10/17** In-class:Discuss Paper #2; Cruz; framing text

#### Homework

* + - **Read** framing text (s).
    - **Response 4:** What is one link you see between the framing text and your chosen play? Chose a short quotation from the framing text to connect and discuss.

#### Paper #2: For this paper, you will be drawing connections between one of the plays and a critical text I will provide. Aim to explore how this framing text shapes or illuminates your reading of a particular aspect or theme of Ibsen’s or Cruz’s play.

### **Wed, 10/19** In-class:work on body paragraphs that link framing text and play

#### Homework

* + - **Paper #2 draft**

### **Mon, 10/24** In-class:Peer review Paper #2 draft

#### Homework

* + - **Read** “The Yellow Wallpaper” Charlotte Perkins Gilman.

### **Wed, 10/26** In-class:Workshop on strengthening body paragraphs; review of instructor comments on drafts.

#### Homework

* + - **Paper #2 Final with reflective letter**

### **Mon, 10/31** In-class: **Paper #2 Final** due; Gilman

#### Homework

* + - **Read** “Sonny’s Blues” James Baldwin

### **Wed, 11/2** In-class:Baldwin;discuss Paper #3

#### Homework

* + - **Read** “Mine” Alexander Chee
    - **Response 5:** What are some questions you have about the context, background, or themes of Baldwin’s, Gilman’s, or Chee’s story (Please focus on just one) What would you like to know more about/explore about this text?

#### Paper #3: For this paper, you will be writing a 5-6 page research essay based on a question you have developed out of your reading of one of the three short stories. The paper will draw on three sources: two drawn from a bibliography I will provide you with and one that you will locate on your own. between one of the plays and a critical text I will provide. Aim to investigate some of the context of the work, using the sources to help you address questions that arise as you interpret the work.

### **Mon, 11/7** In-class:Chee; review research skills from ENG 125 (finding and evaluating sources)

#### Homework

* + - Draft two possible research questions.

### **Wed, 11/9** In-class:Refining research questions.

#### Homework

* + - **Read** and annotate one of the sources from the selected bibliography.

### **Mon, 11/14** In-class:Source usage, attribution, and avoiding plagiarism

#### Homework

* + - **Read** and annotate a second source from the selected bibliography.
    - **Response 6:** What is your proposed research question? How do the two sources from the selected bibliography address it?

### **Wed, 11/16** In-class:Guided searching (in computer lab) for a third source.

#### Homework

* + - **Read** and annotate your third source.

### **Mon, 11/21** In-class:Sample Research paper review

#### Homework

* + - Review your three sources; be prepared to discuss how your sources address your research question orally.

**Wed, 11/23** In-class: Oral reports; research paper thesis statements

#### Homework

* + - **Paper #3 draft**: two body paragraphs

### **Mon, 11/28** In-class:Structuring the research paper

#### Homework

* + - **Paper #3 draft**

### **Wed, 11/30 Paper #3 drafts due**

In-class:Conferences

### **Mon, 12/5** In-class:Conferences

### **Wed, 12/7** In-class:draft workshop/peer-review

#### Homework

* + - **Paper #3 Final**

### **Mon, 12/12 Paper #3 Final due**

### **TBA** Final Exam (during Exam week)