

Writing Through Literature (ENG XX-XXXX)
Spring I 2022 Semester
CUNY LaGuardia Community College

Meeting times: **Tuesdays** 11:45AM-2:00PM – M-135
 Wednesdays 11:45AM-12:45PM – M-135

Welcome to ENG 102! My name is **Lilla Tóke** and I am Associate Professor of English here at LaGuardia. I have been teaching all levels of academic composition for over 15 years now. I am excited to work with you this semester.

Here is some **IMPORTANT information** you need to know about ENG 102 and what this course is all about:

This course extends and intensifies the work of Composition I, requiring students to write critically and analytically about culturally-diverse works of literature. Students are introduced to poetry, drama, and fiction, employing close-reading techniques and other methodologies of literary criticism. Students will utilize research methods and documentation procedure in writing assignments in varying academic formats, including a research essay that engages literary critics or commentators. Admission to the course requires completion of Composition I.

Course Learning Objectives:

1. Reinforce the practice of writing as a process that involves pre-writing, drafting, revising, editing, proofreading, critiquing, and reflection.
2. Reinforce students' skills at writing clearly and coherently in varied academic formats (such as response papers, blogposts, formal essays, and research papers) with an emphasis on writing as a critical thinking process. Essays will vary in length between 600 and 2000 words, using standard written English (SWE).
3. Familiarize students with poetry, drama, and fiction, and introduce students to techniques of literary criticism including the close reading of literary texts.
4. Introduce students to methodologies of literary analysis, such as biographical context, historical context, and critical theory.
5. Reinforce critical reading and analytical skills by guiding students to identify an argument's major assumptions and assertions and evaluate its supporting evidence and conclusions.
6. Reinforce students' skills in creating well-reasoned arguments and communicating persuasively over a variety of contexts, purposes, audiences, and mediums.
7. Reinforce students' research skills including the use of appropriate technology and the ability to evaluate and synthesize primary and secondary sources, while employing the conventions of ethical attribution and citation and avoiding plagiarism.
8. Reinforce writing strategies to prepare students for in-class writing.

Pathways Student Learning Objectives (for ENA 101, ENG 101, and ENG 102 courses):

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

Office Hours: I will hold **appointment-based** office hours on **Mondays and Thursdays from 2:30PM-3:30PM**. Use the following link to make an appointment: <https://calendly.com/ltoke/spring-i-2022-office-hours>

E-Mail: Ltoke@lagcc.cuny.edu. Please reach out to me any time via email with questions or concerns. I promise that I will get back to you within 24 hours!

Required Texts

- Reading Package (HANDOUT and on Blackboard)
- Euripides. *Medea*. New York: Dover Publications, 1993. (ISBN# 0486275485)
- Morrison, Toni. *Beloved*. New York: Vintage International, 2004. (ISBN# 1400033411)

These books have many different editions. Please buy **this specific edition** and NOT any other.

What supplies you need?

- A **two-pocket** folder with loose paper OR a **notebook** where you keep all your notes and handouts.
- **Access to printing.** You will be asked to print some reading and some writing assignments and to bring them to class. Therefore, make sure that you complete assignments and allow enough time for printing before class (at home or in the computer lab). "I don't have/I did not find a printer" is not an excuse for late or missing work.



E-mail account and Internet access: Make sure that your LaGuardia email account is up and running. That is where messages and announcement from Blackboard are sent. Check your CUNY email regularly (at least once every 24 hours).



Blackboard Access to Blackboard. All your course material, assignments, and grades are on Blackboard. You will need to learn how **to navigate the site, create a discussion thread and UPLOAD assignments** to Blackboard so make sure that you are familiar with the site. Here are some tutorial videos as well about how to do things on Blackboard:

<https://www.youtube.com/watch?v=OWc63PS01x4>

https://help.blackboard.com/Learn/Instructor/Getting_Started/Profile

<https://www.youtube.com/watch?v=-FmpnNFYQw4>

<https://youtu.be/mE9fCKb4LHA>

<https://www.youtube.com/watch?v=vNMO-4I7uBI>

GUIDELINES FOR HOW TO FORMAT YOUR ESSAYS

- All out of class, revised drafts and assignments must be typed.
- Use standard Word margins on each side of the paper. Use one side of the paper only. Use **12-point Times New Roman** font. Do not use a title page. Papers should have the following information on their first page (upper left-hand corner):

Your name

Dr. Toke

ENG 102—XXXX(replace XXXX with section number)

Date

Assignment

- Then, the next line will be your title, centered and in **bold** font. The title should be more original than “x assignment” or “my paper.” Do not skip lines anywhere else in the essay (indicate the beginning of a new paragraph by a five-space indentation).
- Include a **WORD COUNT** at the end of your essay.

Here are some policies we need to follow:

STUDENT VACCINATION POLICY: Following the FDA’s full approval of the Pfizer vaccine, CUNY has provided the following update:

All students registering for a fully in-person or hybrid class for the 2022 Spring Term and thereafter must be fully vaccinated, along with a booster shot once eligible, to attend in-person classes unless you have been granted a religious exception or medical exemption to the vaccine. Requests for religious exceptions or medical exemptions must be submitted via the CUNYfirst Vaccination Verification Form.

The deadline to receive the booster shot depends on when students become eligible, determined by the date of the last vaccine shot received. Students at Guttman, Kingsborough and LaGuardia community colleges have until February 23 to upload their proof of vaccination.

For more information visit: <https://www.cuny.edu/coronavirus/faqs/>

MASK POLICY

At this time, CUNY will not require face masks during the fall semester. Anyone who would like to continue wearing masks in any setting is welcome to do so at any time. Masks will continue to be available on campus and offices. Faculty, staff and students who are still not vaccinated are urged to continue to wear a mask. Mask requirements associated with isolation and quarantine as referenced later in these guidelines remain in effect.

Masks After an Exposure

The University's [quarantine guidance](#) will remain unchanged. A reminder that if you are fully vaccinated and have received a booster shot, or if you tested positive for COVID-19 within the last 90 days, and you come into close contact with someone with COVID-19 you do not need to quarantine and can return to work or class. But you need to wear a mask for 10 days from the date of your last close contact and get tested at least 5 days after the close contact.

ATTENDANCE: Per department policy, students have **six hours** of absences in ENG 102 counting from the first day of classes, regardless of when the student registered. This is two full weeks of absence if you think about it. So, please use these hours only for serious reasons. One class absence equals the number of hours we met.

LATENESS: Any class in which you come in tardy, leave early, or leave the classroom for more than a couple of minutes may count as 1/2 an hour absence. I take attendance as soon as class begins. ***After the first 45 minutes have passed I no longer count tardiness and you are absent for the day—there will be no bargaining over minutes etc.*** Refusal to participate in any class activity (including group exercises and class discussions) will result in an absence for the day.

Grading Criteria

Your overall grade will break down the following way:

Essay nr. 1 (800 words) – 20%
Essay nr. 2 (1,300 words) – 25%
Essay nr. 3 (1,800 words) – 25%
Final Exam – 10%
<u>Reading Quizzes and Homework –20%</u>
TOTAL: 100%

ACADEMIC DISHONESTY

This class will be conducted in compliance with LaGuardia Community College's Academic Dishonesty policy. All students are responsible for preparing and presenting original work. In accordance with the college's policy, the penalty for plagiarized work ranges "from a grade of "F" on a given test, research paper or assignment, to an "F" in the course, or suspension or expulsion from the College." Please refer to the college catalog for a more complete discussion of academic dishonesty.

IMPORTANT CAMPUS RESOURCES

Office of Student Accessibility

Whether you have a physical disability, learning disability, chronic health issue, temporary injury, difficult pregnancy or other condition, Office of Accessibility is here for you. They are focused on helping you transition to college life, providing access to programs and services, and supporting you throughout your college journey — all in a supportive, confidential setting. Here is the link to their homepage:

<https://www.laguardia.edu/osd/student-accommodations/>

The Writing Center

The Writing Center provides free tutoring. Working with a Writing Center tutor can be a wonderful additional supplement to this course! You can make an appointment via MyLaGuardia. For more information, here is the link to their website:

<https://www.laguardia.edu/writing-center/home/>

Library

We'll be doing a library orientation this semester. Before we do that, know that the library has reference librarians who can assist you with research questions, resources (books, databases, electronic sources). Here is the link to the library website:

<https://library.laguardia.edu/>

The Future! How about a English Major?

4 out of 5 employers consider writing and critical thinking to be key skills but complain that only 1 in 5 new graduates have these skills. If you enjoy reading and writing about literature or want to improve your analytical skills, strengthen your vocabulary, and become an effective writer, sign up for a Writing and Literature Major. This major prepares you for academic success at a four-year college and provides access to a range of professional opportunities, such as business, media, advertising, law, and politics, among others. We also offer tracks in pursuing Creative Writing or Journalism. Note: all the courses you take as a Writing and Literature graduate will transfer to the English major at John Jay and Queens College. For more information, contact Program Director Professor Jesse Schwarz at jschwartz@lagcc.cuny.edu. Your faculty contact for Creative Writing is Professor Noam Scheindlin at nscheindlin@lagcc.cuny.edu, and for Journalism, Professor Bijoyeta Das at bdas@lagcc.cuny.edu.

Tentative Course Schedule

Note: The schedule below is subject to change. You are responsible for changes announced in class via Email and Blackboard. All readings should be complete BEFORE class on the dates indicated (they are due for discussion that day). **You should bring your reading package, textbook, your notebook and all your current drafts of the paper we are working on to class for every meeting.**

WEEKLY SCHEDULE

Week One

Tuesday, March 8th

Introduction to the class, the syllabus, and classroom procedures

Homework: READ: Christina Rossetti, “[sonnets are full of love, and this my tome]” (READING PACKET - BRING IT TO CLASS)

Thursday, March 10th

Literary Genres, The Sonnet

Discuss Christina Rossetti, “[sonnets are full of love, and this my tome]”

Homework: READ: Susan Griffin, “The Perfect Mother” and Anonymous, “The Cruel Mother” (READING PACKET - BRING IT TO CLASS)

WRITE: 350 words long analysis that compares the two poems in terms of the image they create about the mother (UPLOAD TO BLACKBOARD)

Week two

Tuesday, March 15th

What Is Interpretation? Close Reading, Literary Analysis

Metaphor and Allegory

Discuss Susan Griffin, “The Perfect Mother” and Anonymous, “The Cruel Mother”

Homework: READ: Edgar Allan Poe, “To My Mother” and Robert Duncan, “My Mother Would be a Falconress” (READING PACKET - BRING IT TO CLASS)

WRITE: 350 words long analysis about the metaphors and allegories in the two poems (UPLOAD TO BLACKBOARD)

Thursday, March 17th

The Purpose of Academic Writing – why do we read literature? Why do we write about it? Kinds of Evidence – What is Evidence in Literary Studies?

Discuss Edgar Allan Poe, “To My Mother” and Robert Duncan, “My Mother Would be a Falconress”

Essay nr. 1 Assignment

Homework: READ: Peter Balakian, “My Mother is a Fish” and “Anger and Tenderness” in Adrienne Rich, *Of Woman Born* (READING PACKET - BRING IT TO CLASS)

WRITE: work on draft of Essay nr. 1

Week Three

Tuesday, March 22nd

Academic essay structure and paragraph structure

Discuss Peter Balakian, "My Mother is a Fish"

Discuss "Anger and Tenderness" in Adrienne Rich, *Of Woman Born*

Homework: READ: Euripides, *Medea* pp. 1-10

WRITE: work on draft of Essay nr. 1

Thursday, March 24th

Revision strategies

Discuss *Medea* (pp. 1-10)

Homework: READ: Euripides, *Medea* pp. 11-21

WRITE: finish rough draft of Essay nr. 1 (PRINT and BRING IT TO CLASS)

Week Four

Tuesday, March 29th – Rough draft of Essay nr. 1 is DUE

Peer-Review of Essay nr. 1

Discuss *Medea* pp. 11-21

Homework: READ: Euripides, *Medea* pp. 22-47.

WRITE: Revise Essay nr. 1

Thursday, March 31st

Literary Analysis in a Historical and Cultural Context

Audience/Tone/Voice, Thesis statement

Discuss *Medea* pp. 22-47

Homework: READ: Morrison, *Beloved* pp. 3-23

WRITE: A 500 word long mini essay: "If I Were Medea..." describing and explaining what your actions would be given the particular situation Medea finds herself in and her personality (UPLOAD IT TO BLACKBOARD)

Week Five

Tuesday, April 5th – Essay nr. 1 DUE! (UPLOAD IT TO BLACKBOARD)

Discuss *Medea*

Special paragraphs: Introduction and Conclusion

Essay nr. 2 Assignment

Homework: READ and ANNOTATE: H. Foley, "Medea's Divided Self," *Classical Antiquity* 8 (1989): 61-85 (READING PACKET - BRING IT TO CLASS)

Thursday, April 7th

Discuss *Medea* in light of Foley's article (Psychoanalysis)

Integrating Outside Sources: Paraphrasing, Quoting and In-text Citation

Homework: READ: Laura McClure, "The Worst Husband': Discourses of Praise and Blame in Euripides' *Medea*" in *Classical Philology* 94 (1999): 373-394 (1984): 54-59. (READING PACKET - BRING IT TO CLASS)

READ: Morrison, *Beloved* pp. 24-67

Week Six

Tuesday, April 12th

Discuss *Medea* in light of McClure's article (Narratology)

Homework: READ Carolyn A. Durham, "Medea: Hero or Heroine?" in *Frontiers: A Journal of Women Studies* 8.1 (READING PACKET - BRING IT TO CLASS)

WRITE: Work on Rough draft of Essay nr. 2

Thursday, April 14th

Discuss *Medea* in light of Durham's article (Feminism)

Homework: WRITE: Finish Rough draft of Essay nr. 2 (UPLOAD IT TO BLACKBOARD by Tuesday, April 19th)

READ: Morrison, *Beloved* pp. 68-173

Week Seven

Tuesday, April 19th – SPRING BREAK, NO CLASS (Rough draft of Essay nr. 2 is due on Blackboard)

Thursday, April 21st – SPRING BREAK, NO CLASS

Week Eight

Tuesday, April 26th - IRREGULAR DAY -- Tue., 4/26 follows a Friday schedule. Class does not meet.

Thursday, April 28th

Discuss *Medea* and *Beloved*

Peer review of Essay nr. 2 (PRINT and BRING IT TO CLASS)

Homework: READ and ANNOTATE "Violence: The Heart of Maternal Darkness" in Adrienne Rich, *Of Woman Born* (READING PACKET - BRING IT TO CLASS)

WRITE: Revise Essay nr. 2

Week Nine

Tuesday, May 3rd

Citations and Works Cited page

Discuss *Beloved*

Discuss "Violence: The Heart of Maternal Darkness"

Homework: WRITE: Finish Essay nr. 2

Thursday, May 5th – Essay nr. 2 is DUE! (UPLOAD IT TO BLACKBOARD)

The Works Cited page

Discuss *Beloved*

Homework: READ and ANNOTATE Emily Jeremiah, "Murderous Mothers: Adrienne Rich's *Of Woman Born* and Toni Morrison's *Beloved*" (READING PACKET - BRING IT TO CLASS)

READ: Morrison, *Beloved* pp. 174-195

Week Ten

Tuesday, May 10th

Essay nr. 3 Assignment

Discuss Emily Jeremiah, “Murderous Mothers: Adrienne Rich’s *Of Woman Born* and Toni Morrison’s *Beloved*”

Homework: READ: Morrison, *Beloved* pp. 199-235

FIND, READ and ANNOTATE an article for your paper using a library database (PRINT AND BRING IT TO CLASS)

Thursday, May 12th

What is a Proposal, Abstract, and an Outline?

Discuss *Beloved*

Homework: READ: Morrison, *Beloved* pp. 236-252

WRITE: 250 words long proposal for Essay nr. 3 (UPLOAD TO BLACKBOARD)

FIND, READ, and ANNOTATE one more scholarly article for your essay about *Beloved* (altogether you will use at least **5 scholarly sources** – PRINT AND BRING ALL YOUR SECONDARY SOURCES TO CLASS!)

Week Eleven

Tuesday, May 17th

Discuss *Beloved*

In class work on Essay nr. 3 – research and brainstorm (**BRING YOUR DEVICE**)

Homework: READ: Morrison, *Beloved* pp. 253-280

Thursday, May 19th

In-class work on Essay nr. 3 outline (**BRING YOUR DEVICE**)

Homework: READ: Morrison, *Beloved* pp. 281-309

WRITE: Finish outline of Essay nr. 3 (UPLOAD IT TO BLACKBOARD)

Week Twelve

Tuesday, May 24th

In-class work on Essay nr. 3 (**BRING YOUR DEVICE**)

Discuss *Beloved*

Homework: READ: Morrison, *Beloved* pp. 310-the end

WRITE: work on rough draft of Essay nr. 3.

Thursday, May 26th

In-class work on Essay nr. 3 (**BRING YOUR DEVICE**)

Homework WRITE: Finish Rough draft of Essay nr. 3. (PRINT AND BRING IT TO CLASS)

Week Thirteen

Tuesday, May 31st Rough Draft of Essay nr. 3 is DUE

Peer review of Essay nr. 3

Homework: WRITE: Revise draft of Essay nr. 3

Thursday, June 2nd

In-class work on Essay nr. 3 – revision and the Works Cited page (**BRING YOUR DEVICE**)

Homework: WRITE: Finish Essay nr. 3

Week Fourteen

Tuesday, June 7th (LAST DAY TO WITHDRAW)

Essay nr. 3 is DUE (UPLOAD IT TO BLACKBOARD)

Conclusions, Review of critical terms for final exam

Thursday, June 9th – no class

Week Fifteen

Tuesday, June 14th

In-class Essay nr. 4 (FINAL EXAM)

Thursday, June 16th

FINAL COURSE CONFERENCES