Title of Course: Introduction to Literature
Class Hours: 3
Credits: 3
Course Number: ENG 201H-1600
Laboratory Hours per Week: 0
Semester: Spring 2019
Instructor: Professor Schneiderman
Phone: 212-220-8000 ext7393
Office: N765 (Main Building, 199 Chambers)
Email: jschneiderman@bmcc.cuny.edu
Office Hours: Mon/Thu 3:30pm-5pm, N765, and by appointment

Required Texts: Mary Shelley’s Frankenstein; Chinua Achebe’s Things Fall Apart; Phillis Levin’s Penguin Book of the Sonnet; William Shakespeare’s Twelfth Night; Brenda Shaugnessy’s So Much Synth.

Use of Technology (If Applicable): Blackboard & BMCC Research Databases

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: Eng 101

Required Texts:
- *Frankenstein*, Mary Shelley, Oxford World Classics
- *Twelfth Night*, William Shakespeare, Folger Shakespeare Library
- *The Penguin Book of the Sonnet*, Edited by Phillis Levin
- *Things Fall Apart*, Chinua Achebe
- *So Much Synth*, Brenda Shaugnessy

Evaluation and Requirements of Students
- Paper 1/Peer Review: 20%
- Paper 2/Peer Review: 20%
- Paper 3/Presentation: 20%
- Paper 4/Presentation: 20%
- Quizzes: 10%
- Final Exam: 10%.
Course Student Learning Outcomes (Students will be able to…) | Measurements (means of assessment for student learning outcomes listed in first column)
---|---
1. Write clear, grammatically correct sentences in well organized paragraphs | 1. Papers 1-4
2. Write well-developed thesis-driven argument and analysis papers, some of which incorporate research | 2. Papers 1-4
3. Frame research questions; plan research strategies; find and evaluate sources using the BMCC Library and the BMCC Library Website; and present results of research | 3. Papers 1-4
4. Define and apply literary terms to analyses of texts within three major genres of literature | 4. Papers 1-4
5. Correctly use the conventions of MLA documentation and citation, including a “Works Cited” page | 5. Papers 1-4

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.)

<table>
<thead>
<tr>
<th>General Education Learning Outcomes</th>
<th>Measurements (means of assessment for general education goals listed in first column)</th>
</tr>
</thead>
<tbody>
<tr>
<td>√ Communication Skills- Students will be able to write, read, listen and speak critically and effectively.</td>
<td>Papers 1-4; Classroom Discussion</td>
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<tr>
<td>Quantitative Reasoning- Students will be able to use quantitative skills and the concepts and methods of mathematics to solve problems.</td>
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<tr>
<td>Scientific Reasoning- Students will be able to apply the concepts and methods of the natural sciences.</td>
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<tr>
<td>Social and Behavioral Sciences- Students will be able to apply the concepts and methods of the social sciences.</td>
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<tr>
<td>√ Arts &amp; 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.</td>
<td>Papers 1-4; Classroom Discussions</td>
</tr>
<tr>
<td>√ Information &amp; Technology Literacy- Students will be able to collect, evaluate and interpret information and effectively use information technologies.</td>
<td>Papers 3 &amp; 4</td>
</tr>
<tr>
<td>√ Values- Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.</td>
<td>Papers 1-4; Classroom Discussions</td>
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</table>

*If your course is a Pathways course, please fill out the appropriate chart (see attached) and include it with your syllabus submission.*
The following learning outcomes are specific to honors courses and have been chosen in accordance

Upon completion of this course students will be able to:

<table>
<thead>
<tr>
<th>Measurements</th>
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<tbody>
<tr>
<td>Presentations</td>
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<tr>
<td>Papers 3 and 4</td>
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<tr>
<td>Peer review</td>
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</tbody>
</table>

Communicate clearly, knowledgeably, and effectively in written, spoken, visual, oral, and technological modes for a variety of purposes, with different audiences in various contexts, using appropriate formats and technologies.

Conceive, plan and execute a high quality (multi) disciplinary research, creative, or applied project, using multiple modes and technologies, including qualitative methods and other modes of inquiry and research.

Demonstrate an ability to give constructive criticism and accept feedback as part of the process of peer review.

Other Resources

BMCC Library Research Databases

Use of Technology (If Applicable)

BMCC Library Research Databases

Attendance and Lateness Policies

Official BMCC Policy

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.

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.

Professor’s Attendance and Lateness Policy Details

Some quizzes are given in the first five minutes of class and cannot be made up. A number of in class activities, like peer review, are also graded and cannot be made up. If a student expects to be absent more than twice during the semester, that student should approach the instructor to determine whether or not this is an appropriate semester in which to take the course.

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.
Plagiarism policy

http://www.bmcc.cuny.edu/academics/page.jsp?pid=1052#038;
Plagiarism is the presentation of someone else’s ideas, words, or artistic/scientific/technical work as one’s own creation. A student who copies or paraphrases published or on-line material, or another person’s research, without properly identifying the source(s) is committing plagiarism.

Plagiarism violates the ethical and academic standards of our college. Students will be held responsible for such violations, even when unintentional. To avoid unintended plagiarism, students should consult with their instructors about when and how to document their sources. The library also has both print and digital guides designed to help students cite sources correctly.

Plagiarism carries a range of penalties commensurate with severity of the infraction. The instructor may, for example, require the work to be redone, reduce the course grade, fail the student in the course, or refer the case to the Faculty-Student Disciplinary Committee (see Article 15.4 of the Bylaws of the Board of Trustees). Cases referred to that committee could result in suspension or expulsion from the college.

Professor’s Plagiarism Policy Details
Plagiarized papers will receive a zero grade with no exceptions.

<table>
<thead>
<tr>
<th>CUNY COMMON CORE Location</th>
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<tbody>
<tr>
<td>Please check below the area of the Common Core for which the course is being submitted. (Select only one.)</td>
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<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
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<tbody>
<tr>
<td>☑ English Composition</td>
<td>☐ World Cultures and Global Issues</td>
</tr>
<tr>
<td>☐ Mathematical and Quantitative Reasoning</td>
<td>☐ Individual and Society</td>
</tr>
<tr>
<td>☐ Life and Physical Sciences</td>
<td>☐ US Experience in Its Diversity</td>
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<td></td>
<td>☐ Creative Expression</td>
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<tr>
<th>Waivers for Math and Science Courses with more than 3 credits and 3 contact hours</th>
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<tr>
<td>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.</td>
</tr>
</tbody>
</table>

If you would like to request a waiver please check here: ☐ 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 must meet all the learning outcomes in the right column. A student will:
<table>
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<tr>
<th>Example: Students will write thesis driven papers, research papers, blog entries, informal journal entries, or Blackboard discussion board entries that identify arguments and major assumptions and evaluate supporting evidence and contexts in texts by various writers such as Homer, Wordsworth, Dickinson, Baldwin, Faulkner, and Shakespeare</th>
<th>● Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will write thesis driven papers, research papers, blog entries, informal journal entries or Blackboard discussion board entries. Students will produce multiple drafts of each required paper. Students will engage in peer review sessions and provide written feedback to others' writings.</td>
<td>● 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.</td>
</tr>
<tr>
<td>Students will conduct primary and secondary sources using the library and college on-line databases. Students will write annotated bibliographies evaluating the sources they found and/or write research papers that synthesize the primary and secondary sources they evaluated.</td>
<td>● Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.</td>
</tr>
<tr>
<td>Students will write thesis driven papers, research papers, and/or oral presentations that support a thesis with well-reasoned arguments using research and utilizing various technology to support a persuasive argument. For example, a student may write an essay analyzing the use of symbols in Ann Beattie’s “Janus” and Charlotte Perkins Gilman’s “The Yellow Wallpaper.”</td>
<td>● Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.</td>
</tr>
<tr>
<td>Students will write thesis driven research papers that support an original thesis about various texts 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. For example, a student may write an essay analyzing the use of symbols in Ann Beattie’s “Janus” and Charlotte Perkins Gilman’s “The Yellow Wallpaper” that would include secondary sources, in-text citations and a Works Cited list.</td>
<td>● Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.</td>
</tr>
</tbody>
</table>
Jan 27  First Day of Class / Etiquette Power Point  
Jan 30  Plagiarism Power Point (in class)  

Feb 3  *Frankenstein*, The Walton Letters  
Feb 6  *Frankenstein*, Volume 1  

Feb 10  *Frankenstein*, Volume 2  
Feb 13  *Frankenstein*, Volume 3, Mary Shelley Family Tree (PDF), Paper 1 Assignment  

Feb 17  BMCC CLOSED, No Class  
Feb 20  James Whale’s 1931 Film Version of *Frankenstein;* Codr (PDF)  

Feb 24  La Farge, “Rosendale”  
Feb 27  Stryker, “My Words to Victor Frankenstein…” (PDF), Peer Review Paper 1  

Mar 2  *Things Fall Apart*, Book 1  
Mar 5  *Things Fall Apart*, Book 2, Paper 1 due  

Mar 9  Longenbach (PDF)  
Mar 12  Levin, *The Penguin Book of the Sonnet*  


Mar 23  Shagnessy, *So Much Synth*  

Mar 30  Student Presentations  
Apr 2  Student Presentations,  

Apr 6  *Twelfth Night* Act 1 & 2, Paper 2 Due & Paper 3 Due  
Apr 9  NO CLASS, Spring Break  

Apr 13, NO CLASS, Spring Break  
Apr 16, NO CLASS, Spring Break  

Apr 20  *Twelfth Night* Act 3  
Apr 23  *Twelfth Night* Act 4 & 5  

Apr 27  Research Day, Paper 4 Assignment  
Apr 30  *She’s the Man* (film in class)  

May 4  Research Day  
May 7 —NO CLASS  

May 11  Women on the Verge, Part 1 (film in class)  
May 14— Women on the Verge, Part 2, (film in class) LAST DAY OF CLASSES, Paper 4 due  

May 18  FINAL EXAM