Welcome to the class! English 201 is a continuation of English 101 that gives you additional opportunities to practice and develop academic reading and writing skills. You will be introduced to a variety of literary genres including the short story, poetry, and drama. By reading, analyzing, and writing about literature, you will become a more competent and confident reader, critical thinker, and writer. You will practice techniques leading to an essay that uses library and Web sources. By the conclusion of English 201, you will be prepared for the analytical and research-based writing required in upper-level courses across the curriculum, as well as for advanced courses in literature.

Prerequisites

Successful completion of English 101 or the equivalent from another college.

Required Text


Recommended Texts (which we will not be using in class but which you may find helpful)

- A Compact Dictionary

<table>
<thead>
<tr>
<th>Course Learning Outcomes (After successfully completing this course, you can expect to be able to…)</th>
<th>Measurements (means of assessment for learning outcomes listed in first column)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Acquire a critical appreciation of the nuances and complexities of a variety of literary texts.</td>
<td>1. Graded essays, class discussions.</td>
</tr>
<tr>
<td>2. Define and apply literary terms to analyses of texts within several literary genres.</td>
<td>2. Graded essays, class discussions.</td>
</tr>
<tr>
<td>3. Write at least four well-developed, thesis-driven argument and analysis essays that use evidence from literary texts and incorporate research, and are comprised of clear, grammatically-correct, effective sentences in well-organized paragraphs.</td>
<td>3. Graded essays.</td>
</tr>
<tr>
<td>4. Frame research questions; plan research strategies; find and evaluate sources using the BMCC Library and the BMCC Library Website; and present the results of research.</td>
<td>4. Graded research paper, including drafts and revision.</td>
</tr>
<tr>
<td>5. Correctly use the conventions of MLA documentation and citation, including a “Works Cited” page.</td>
<td>5. Graded research paper.</td>
</tr>
</tbody>
</table>
Below are the college’s general education goals that students who successfully complete this course can expect to have achieved:

<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><strong>Communication Skills</strong> - Students will be able to write, read, listen and speak critically and effectively.</td>
<td>Graded essays, class discussions.</td>
</tr>
<tr>
<td><strong>Arts &amp; Humanities</strong> – 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>Graded essays, class discussions.</td>
</tr>
<tr>
<td><strong>Values</strong> - Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.</td>
<td>Graded essays in response to assigned topics, class discussions, class conduct.</td>
</tr>
</tbody>
</table>

**Course Requirements**

- 4 essays, including a draft and revision of a research essay that uses library and Web resources.
- Writing exercises and/or quizzes to accompany reading assignments. Reading is an important part of this class. You must not come to class unprepared. In order to help you better prepare for class discussion, there will be short writing exercises and/or quizzes on most readings assigned: these will either be assigned to be written at home or the beginning of class.
- Active participation in class discussions: Your opinions matter!

**Course Policies**

- **Attendance and Punctuality**: You are expected to attend class regularly and on time. More than 4 absences could result in the lowering of your grade or failing the course. 3 latenesses equal one absence. Lateness is disruptive; if you must arrive late, seat yourself quietly.
- You are responsible for any work assigned during an absence. If you miss class, you may contact me via email or ask another student what you have missed.
- You must be professional, attentive, and courteous in class.
- Avoid leaving the room during class.
- No cell phone usage; place phone on vibrate. Remove headphones before entering class.
- No recording devices allowed.
- **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.

- **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
CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td></td>
<td>Creative Expression</td>
</tr>
</tbody>
</table>

Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

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.

<table>
<thead>
<tr>
<th>If you would like to request a waiver please check here:</th>
<th>Waiver requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>If waiver requested:</td>
<td>Waiver requested</td>
</tr>
<tr>
<td>Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.</td>
<td></td>
</tr>
<tr>
<td>If waiver requested:</td>
<td></td>
</tr>
<tr>
<td>Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.</td>
<td></td>
</tr>
</tbody>
</table>

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:

| Students will write thesis driven papers, research papers, informal response papers and other low-stakes writing assignments that identify arguments and major assumptions and evaluate supporting evidence and contexts in texts by a variety of authors. | • 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 papers, research papers, and informal response papers. Students will produce multiple drafts of formal essay assignments. Students will engage in proof-reading class activities. | • 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 consult primary and secondary sources using the library and college on-line databases. Students will write research papers that synthesize the primary and secondary sources they gathered and evaluated. | • Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources. |
| Students will write thesis driven papers that support a thesis with well-reasoned arguments using research and utilizing various technologies to support a persuasive argument. | • Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media. |
| Students will write a thesis driven research paper that | • Formulate original ideas and relate them to the ideas of others |
Grading

- Essays 30%
- Midterm Exam 10%
- Research Essay (Final) 35%
- Writing Exercises, Quizzes 15%
- Class Participation, and attendance 10%

Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td>1.70</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
<td>1.30</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
<td>0.70</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
</tr>
</tbody>
</table>

- Late Assignments

In the event that you are not able to submit your assignment in a timely fashion, and you have a documented excuse, you must speak with me to make prior arrangements. **I DO NOT ACCEPT LATE PAPERS VIA E-MAIL OR MAIL BOX IN ROOM N75L.** Late papers are dropped one entire letter grade (i.e., “A” will be a “B,” etc.) unless you have a valid excuse. Papers submitted after the designated date when you validate your excuse and I agree to take your late paper will not be accepted and will receive an automatic 49% which is an “F.” In addition, even with a revised essay, the highest grade you can get is a “B.” If the paper was originally late and you already received a “B,” you cannot submit the essay for revision.
DO NOT SUBMIT ANY LATE PAPERS IN MY PHYSICAL MAILBOX IN ROOM N751; OR ELECTRONIC MAIL!

- **Student Resources**

BMMC offers students several outlets for academic support. As your Instructor, my primary goal is to assist you in any way that I can with your academic curricula. However, if you need additional support, I highly suggest you visit the Learning Resource Center (LRC) in room S-510. The LRC provides small group tutoring, workshops (i.e., study skills), and computer lab usage. You can also partake in online tutoring, visit: www.bmcc.cuny.edu/online tutoring for more information. There is no excuse for not completing assignments or seeking academic support. If you need any assistance from me, please see my office hours for additional help.

**Tentative Schedule of Readings, Assignments, and Class Work**

This schedule is subject to change. I will adjust this schedule as necessary to meet the needs of our particular group.

- **Tue. Jan. 31:** Introduction to Class. Course Expectations/ Syllabus.
- **Thur. Feb. 2:** Writing Sample.
- **Thur. Feb. 9:** Intro. to Annotation. Kate Chopin: “The Story of an Hour” (201-203).
- **Tue. Feb. 14:** **LIBRARY INSTRUCTION- in the SMART classroom, S-410M**
- **Thur. Feb. 16:** Chopin, continued. Analysis and discussion to prompts.
- **Tue. Feb. 21:** **In-Class Writing: Draft of Essay #1**-“The Story of an Hour.”
- **Thur. Feb. 23:** **Final Copy of Essay #1 is due.**
- **Tue. Feb. 28:** Tillie Olsen: “I Stand Here Ironing.” (299-308)
- **Thur. Mar. 2:** **QUIZ #1**
- **Tue. Mar. 7:** Working with secondary sources. Readings TBA.
- **Thur. Mar. 9:** James Baldwin: “Sonny’s Blues” (547-569).
- **Tue. Mar. 14:** James Baldwin: “Sonny’s Blues” (547-569).
- **Thur. Mar. 16:** **QUIZ #2.**
- **Tue. Mar. 21:** **In-Class Writing: Draft of Essay #2**- “Sonny’s Blues.”
- **Thur. Mar. 23:** Writer’s Workshop continued. Secondary Sources due for essay 2.
- **Tue. Mar. 28:** **Final Copy of Essay #2 is due.** Paul Laurence Dunbar: “We Wear the Mask” (312-326).
- **Thur. Mar. 30:** Claude McKay: “America” (handout)
- **Tue. Apr. 4:** Discussion of Research Essay: Summarizing Sources, Citing Sources.
- **Thur. Apr. 6:** **In-Class Writing: Draft of Essay #3**- “We Wear the Mask”?/“America.”
- **Tue. Apr. 11:** Spring Recess (NO CLASS) Reading and Writing about Drama (1085-1097). Discussion of Research Essay: Preparing the Works Cited Page
- **Thur. Apr. 13:** Peer editing/writing workshop
- **Tue. Apr. 18:** Spring Recess (NO CLASS) **Final Copy of Essay #3 is due.**
- **Thur. Apr. 20:** John Patrick Shanley: *Doubt: A Parable* (1516-1548)
- **Tue. Apr. 25:** John Patrick Shanley: *Doubt: A Parable*
- **Thur. Apr. 27:** John Patrick Shanley: *Doubt: A Parable*
- **Tue. May 2:** John Patrick Shanley: *Doubt*. Film
- **Thur. May 4:** *Doubt*, film continued. **Draft of Research Essay 4 is Due - Doubt: A Parable**
Tue. May 9: Poetry Selections.
Tue. May 16: Poetry Readings, continued.
Thur. May 18: Final Research essay #4 is due/Last day to submit revisions.
(LAST DAY OF CLASS)

*Sample Format for MLA (First Page Only)

1 inch margin

Juanita Jones
Prof. Cunningham
Borough of Manhattan Community College
ENG-201
2 February 2017

How to Write Effectively

In today’s society, it is essential for people to hone in on their writing
skills. Most importantly, this course will help you to expand on your critical
thinking skills. You will not only read thought-provoking literature, but you will
have to know how to write analytical responses. Quintessentially, there are several
ways to write effectively. The writing process is dire to producing a well-written
essay. The first stage to writing effectively will involve the prewriting process.

*Make sure to include a Work Cited page when citing your sources. All of your essays should
follow this format with proper heading and citation. All four essays must be typed on
standard 8 ½ x 11 inch paper using Times New Roman font. Handwritten essays will not be
accepted; only in-class written responses, quizzes or drafts are acceptable if written legibly.

Please visit the class website for readings, additional copies of the course
syllabus, assignments and readings. You may print the required documents
and bring them to class. The class website for Professor Cunningham’s
Introduction to English Literature 201 class is as follows:

https://bmccenglish.wordpress.com/