Department of English Instructor Name

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Fall 20XX E-mail: XXXX@york.cuny.edu

Section XX Office Hours: M/W 12-12:50 PM

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**COURSE OUTLINE**

**English 126 H-WEB**

**Composition II: Writing About Literature**

**Course Description:** ENG 126 Composition II: Writing About Literature. 3hr + 1 hr conference, 3 cr. 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. This course may be offered as an online course. Preq: ENG 125.

**Learning Objectives:** Students will be able to:

* 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 texts**:

* Our course readings are posted to the Blackboard Course site. You are responsible for having copies of those readings in class with you in your preferred format, either printed out or readily accessible on a tablet or laptop.
* *Sherlock*, Series 2, Episode 1: “A Scandal in Belgravia” (available through Netflix, iTunes, and Amazon.)
* A collegiate-level paperback dictionary.

**Hybrid:** This section of English 126 is offered as a hybrid, which means that we will meet 50% of the time in the class and 50% of the time online. Our once a week face-to-face meetings will take place on Wednesdays and you will complete other course tasks online using the course Blackboard site. You will have weekly modules that must be completed by the following class meeting. We will be using two tools on Blackboard extensively:

* The Wiki tool, which you will use to do group assignments that will include defining key terms and discussing key texts. You will receive a grade for this work.
* The Blog tool, which you will use to post paper drafts as well as the final versions. We will also use those blogs as a site for written commentary on your drafts and suggestions for revision.

The Hybrid format allows us to develop an online writing community for this class, but it requires you to be responsible about meeting deadlines and it requires you to respond to your peers’ writing with thought and care. Please understand that you will need to spend time online **each week** to complete the assigned work.

**Grading**

 **Assignment Percentage of final grade**

1. Paper #1 (1000 words) 15%

2. Paper #2 (1000 words) 20%

3. Paper #3 (Research) (1500 words) 25%

4. Final Exam 10%

5. Wiki Assignments 20%

6. Peer Reviews 5%

7. Drafts and Quizzes 5%

**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.

**Preparation of written work**: All formal papers will be posted directly in the relevant Blog. **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.

**Late Work**: Wiki Assignments and quizzes close when they are due; you cannot participate in them or add to them after the fact, so no late Wiki assignments or quizzes will be accepted. For formal papers, please remember that you will revise your papers after feedback from your peers and from me, so it is crucial to the process to complete writing assignments on time; for example, if you have not posted your paper draft in your Blog on the day it is due, you will not be able to participate productively in the peer-review process. Late drafts will not receive peer review and may not receive instructor review; late final papers will be marked down 1/3 of a grade per day.

**Face-to-Face Classroom Etiquette:** Please respect your classmates and govern yourself in the classroom as you would in a professional setting.

* Turn off all cell phones; do not answer phone calls or text during class.
* Do not bring food into the classroom.

**Hybrid Responsibilities:** Online instruction is not appropriate for everyone. The online portion of this course will require you to be more self-motivated and independent as a learner than a regular face-to-face class would. Much of your learning online will take place through group assignments and peer review. This means you will have to keep up, observe due dates, and be an active member of the class community. You can do the online work when it suits you best, but you will need to spend between four (4) and six (6) hours per week on this class in addition to the time you are in our face-to-face class. Make sure that you budget your time appropriately.

**Stay in Touch:** Make sure you check your email daily and the course website at least every other day. Follow the course schedule and the weekly modules so that you know when everything is due.

If you are not sure this course is right for you, or have general questions about requirements, please see the York College information on Online/Hybrid courses: <http://www.york.cuny.edu/it/acet/online-hybrid-course-support>

**Hardware Requirements:** You will need reliable access to a computer with high-speed internet access. **Not being able to find a computer to use, or having unreliable internet access, is not a valid excuse for late or missing work.**

**Software Requirements:** Please use a standard internet browser such as Firefox. Note: I do NOT recommend trying to use Chrome with Blackboard; students in previous semesters have reported many problems with it. Keep all updates current.

While you will be submitting the drafts of your papers directly in your Blogs, you will probably want to draft them in a word processing program so you can use the automatic spell check and grammar check available in those programs. Final versions of your papers should be submitted as Word attachments. PDF files are also acceptable, but please do not use .wps files, google doc files, or pages files. If in doubt, submit your paper as an .rtf (rich text format).

**Contacting Me:** The best way to get in touch with me outside of class is via the e-mail address on the first page of the syllabus. Please do not e-mail papers or other assignments to me! Papers should be posted in the Blackboard Blog. I will respond to them there directly.

I aim to respond to e-mail messages within 24 hours. As I am human, this may stretch to 48 hours. If you have not heard back from me within 48 hours, re-send your email. Please use your York College email address for all college correspondence. Remember when writing to me to identify yourself clearly and write formally—textese is appropriate when you write to friends, but not so appropriate when you write to a professor.

**Resources:**

[Center for Students with Disabilities](Center%20for%20Students%20with%20Disabilities): 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 or (718) 262-2272

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**

**Part I: Genre and the Detective Story**

In this first unit, you will focus on close reading and analysis and you will draft and revise the first formal paper analyzing detective stories by Poe, Doyle, and/or Green.

**Wed, 1/31**  **Face-to-Face Class**

* Introductions. Reading like a detective.

**Blackboard (Complete by Wed, 2/7 by 9 AM)**

* Start Here: Watch the video on becoming acquainted with the course site.
* Quiz: Course expectations.
* Readings: “The Purloined Letter” by Edgar Allan Poe (Bb) and “A Scandal in Bohemia” by Arthur Conan Doyle (Bb).
* Blog Posting: Write a 250-word biography of yourself as a writer. (Where have you come from? Where do you want to go as a writer? What do you expect from the course?) Then respond to 2 classmates’ blog biographies.

**Wed, 2/7 Face-to-Face Class**

* Discuss Poe and genre.

**Blackboard (Complete by Wed, 2/14 at 9 AM)**

* Readings: “Problem II: The Second Bullet” by Anna Katherine Green (Bb) and “The Blue Geranium” by Agatha Christie (Bb).
* Video: How to do a Wiki Assignment.
* Wiki Assignment 1 (Defining Terms and Genres): Begin.

**Wed, 2/14 Face-to-Face Class**

* Discuss Green and Christie; assignment of Paper #1, an analytical paper on two stories; in-class time to work in analysis as teams. Discussion of thesis statements for analytical papers.

**Blackboard (Complete by Wed, 2/21 at 9 AM)**

* **Blog Posting: Draft of Paper #1.**
* Citation Review: Citing and quoting in MLA style.
* Reading: “The Guilty Vicarage” by W.H. Auden.
* Wiki Assignment 1: Complete all terms.

**Wed, 2/21** **Face-to-Face Class**

* Discuss Auden; peer-review techniques; refining thesis statements.

**Blackboard (Complete by Wed, 2/28 at 9 AM)**

* Peer Review: Provide commentary on two classmates’ papers as assigned.
* Quiz: Term quiz.
* Reading: “Talma Gordon” by Pauline E. Hopkins (Bb).
* Wiki Assignment 2: Begin.

**Part II: Connections: Crime Fiction and Social Issues**

In this second unit, you will focus on drawing connections between an analytical source and one of the stories we have read.

**Wed, 2/28 Face-to-Face Class**

* Discuss Hopkins. Discuss revision techniques for papers, including topic sentences and establishing sentences.

**Blackboard (Complete by Wed, 3/7 at 9 AM)**

* **Blog: Final Paper #1 and Reflection Letter.**
* Reading: “Trifles”by Susan Glaspell (Bb) and “To Trace A Lie” by Catherine Ross Nickerson (Bb).
* Wiki Assignment 2: Complete.

**Wed, 3/7 Face-to-Face Class**

* Discuss Glaspell and Nickerson.

**Blackboard (Complete by Wed, 3/14 at 9 AM)**

* Reading: “The Mistletoe Murder” by P. D. James (Bb) and Kathleen Klein excerpt (Bb).
* Wiki Assignment 3: Begin.

**Wed, 3/14 Face-to-Face Class**

* Discuss James; assign Paper #2, a discussion of your position on the dispute between Nickerson and Klein over social criticism in detective fiction using either Hopkins’, Glaspell’s, or James’ story. Time in class to brainstorm for Paper #2.

 **Blackboard (Complete by Wed, 3/21 at 9 AM)**

* **Blog Posting: Draft of Paper #2.**
* Video Lecture: Topic Sentences and paragraphs that connect two texts.
* Quiz: Topic sentences.
* Readings: “Women are Writing the Best Crime Novels” by Terrence Rafferty (Bb).
* Wiki Assignment 3: Complete.

**Wed, 3/21** **Face-to-Face Class**

* Discuss Rafferty; discuss refining thesis statements; integration of quotations.

 **Blackboard (Complete by Wed, 3/28 at 9 AM)**

* Peer Review: Review two classmates’ drafts of Paper #2 as assigned.
* Research Reading I: Select two possible stories from the books on reserve in the York College library.
* Wiki Assignment 4: Begin.

**Part III: Research and Investigation**

In this final unit, you will bring multiple sources together to explore questions raised in a story you have selected from a collection of contemporary crime fiction stories. As you work on a scaffolded research paper, we will also discuss how to integrate sources into your writing.

**Wed, 3/28** **Face-to-Face Class**

* Discuss selected stories. Assign Paper #3, a research essay using three (3) sources to investigate the social context, theme, or other relevant aspect of the story you have selected.

 **Blackboard (Complete by Wed, 4/18 at 9 AM)**

* **Blog Posting: Final Paper #2 and Reflection Letter**
* Video Lecture: Using Databases and Google Scholar
* Research Reading II: Locate **two** possible research sources that are relevant to your story; bring both, annotated, to class with you.
* Wiki Assignment 4: Complete.

**Wed, 4/4 No classes: Spring Break**

**Wed, 4/11 This is a Friday at York; our class does not meet.**

**Wed, 4/18** **Face-to-Face Class**

* Discussion of research sources, refining your focus.

**Blackboard (Complete by Wed, 4/25 at 9 AM)**

* Research Skills: Watch “How to Read a Scholarly article” (video).
* Research Reading III: Locate **one** additional source. Bring it, annotated, to class with you.
* Reading: Watch *Sherlock*, Series 2, Episode 1: “A Scandal in Belgravia” (available through Netflix, iTunes, and Amazon.) Take notes on your viewing.
* Wiki Assignment 5: Begin.

**Wed, 4/25 Face-to-Face Class**

* Discuss *Sherlock*; refining your thesis; source usage, attribution, and avoiding plagiarism.

**Blackboard (Complete by Wed, 5/2 at 9 AM)**

* **Blog Posting: Draft of Research Paper**
* Reading: Sample Research Paper (on Blackboard).
* Wiki Assignment 5: Complete.

**Wed, 5/2** **Face-to-Face Class**

* Conferences throughout this week.

**Blackboard (Complete by Wed, 5/9 at 9 AM)**

* Peer Review: Respond to two classmate’s drafts of Research Paper as assigned.

**Wed, 5/9 Face-to-Face Class**

* Plagiarism workshop; MLA format review.

**Blackboard (Complete by Wed, 5/16 at 11:59 PM)**

* **Blog Entry: Final Research Paper as Word attachment.**
* Exercise: Final Checklist.

**Wed, 5/16 Face-to-Face Class**

 **Final Research Paper as Word attachment due by 11:59 PM.**

* Last day of classes. Final editing review. Bring a hardcopy of your nearly finished paper to class.

**TBA Final Exam per Exam Schedule.**