**ENGL 220-20: Introduction to Writing about Literature**

**C106 HN**

**TF 2:10-3:25**

Instructor: Mr. Allen Strouse

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Office Hours: TF 11:00-12:00, 1:00-2:00

**Course Description:**

Literature is a form of entertainment, and entertainment often requires a great degree of knowledge. For example, we need to know the rules of soccer in order to enjoy the game, and wine connoisseurs must cultivate their palates. In this course we will be studying literature, in order to take greater pleasure in reading. In other words, this course is about having fun, but that fun will demand a great deal of challenging intellectual work.

 We will be acquiring the background and skills that are necessary for enjoying English as it is spoken, written, read, and heard. In our explorations of poetry, prose, and drama, we will practice close reading and analytical writing, since these are essential to appreciating English’s literary heritage. We will fine-tune our abilities as readers, writers, speakers, and listeners, and we will master the techniques of analysis and interpretation.

**Course Materials**

Books for the course are available for purchase at Shakespeare & Co., or they can be acquired elsewhere (e.g. the library, online book stores, etc.). Students are expected to read these works in printed form (digital versions are not acceptable). And students absolutely must bring the relevant texts to class in hardcopy.

* Geoffrey Chaucer, *Troilus and Criseyde*, ed. R.A. Shoaf (East Lansing, MI: Colleagues Press)
* William Shakespeare, *Troilus and Cressida* (New York: Signet Classic)
* Virginia Woolf, *Orlando: A Biography* (New York: Harcourt Brace Jovanovich)
* Other materials on Blackboard to be downloaded and printed

**Schedule and Requirements[[1]](#footnote-1)\***

F 08/28: Introduction

T 09/02: In-class diagnostic essay

F 09/05: Chaucer, *Troilus and Criseyde*

T 09/09: Chaucer, *Troilus and Criseyde*

F 09/12: Chaucer, *Troilus and Criseyde*

T 09/16: Chaucer, *Troilus and Criseyde*

F 09/19: Chaucer, *Troilus and Criseyde*

T 09/23: Chaucer, *Troilus and Criseyde*

F 09/26: NO CLASS

T 09/30: Chaucer, *Troilus and Criseyde*

F 10/03: NO CLASS

T 10/07: Chaucer, *Troilus and Criseyde*

* paper outline due

F 10/10: Chaucer, *Troilus and Criseyde*

T 10/14: Chaucer, *Troilus and Criseyde*

* first paper due

F 10/17: Shakespeare, *Troilus and Cressida*

* in-class midterm essay

T 10/21: Shakespeare, *Troilus and Cressida*

F 10/24: Shakespeare, *Troilus and Cressida*

T 10/28: Shakespeare, *Troilus and Cressida*

F 10/31: Shakespeare, *Troilus and Cressida*

T 11/04: Shakespeare, *Troilus and Cressida*

F 11/07: Shakespeare, *Troilus and Cressida*

T 11/11: Shakespeare, *Troilus and Cressida*

F 11/14: Shakespeare, *Troilus and Cressida*

T 11/18: Shakespeare, *Troilus and Cressida*

* first draft of research paper due

F 11/21: Woolf, *Orlando*

T 11/25: Woolf, *Orlando*

F 11/28: NO CLASS

T 12/02: Woolf, *Orlando*

* research paper due

F 12/05: Woolf, *Orlando*

T 12/09: Woolf, *Orlando*

F 12/12: Woolf, *Orlando*

T 12/16: Woolf, *Orlando*

TBA: Final exam

* final paper due

**Note:** There will be a brief homework assignment due at **every** class session. Class attendance will be tabulated by collecting the day’s assignment. Specific instructions for each class session can be found on Blackboard under “Course Materials” in “Assignments.”**Policies**

Academic Integrity

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

Statement of Accommodation

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical and/ or Learning) consult the Office of Access ABILITY located in Room E1124 to secure necessary academic accommodations.  For further information and assistance please call (212- 772- 4857)/TTY (212- 650- 3230).

Attendance

Students who miss four or more sessions without reasonable justification will most likely fail the course. Lateness and lack of preparedness will be considered as absences.

Components of grades

Midterm in-class essay… 10%

Final in-class essay… 10%

First Paper… 15%

Research Paper… 35%

Final Paper… 20%

Participation… 10%

Resources

The Hunter College Reading/Writing Center offers free one-on-one tutoring. You may visit the center at any stage of the writing process—brainstorming, drafting, outlining, revising, etc. The writing center tutors are your peers, so they will not grade or proofread your paper, but they will help you become a stronger writer. The Reading/Writing Center is located in the Thomas Hunter building (room 416). For more information, visit their website: <http://rwc.hunter.cuny.edu/index.html>

**Expectations**

As the second course in a sequence, ENGL 220 is designed for students who have a basic understanding of the conventions of academic writing. It is assumed, therefore, that students are acquainted with the rules of English grammar and of academic style; with research methods, citation procedures, and bibliographic formatting; and with the principles of essay writing.

 Some general expectations are listed below. Any assignments that fail to meet these expectations will be returned to the writer, unread, with the option to revise at a lowered grade.

Formatting:

* All assignments must be typed, in 12-point Times New Roman, with one-inch margins.
* The body should be **double-spaced**. Your name, the course name and section number, the instructor’s name, and the date should be **single-spaced** in the top left corner.
* Formal essays must include a title that reflects the essay’s thesis (e.g. “Love and War in English Literature” not “Syllabus”).
* Pages should be numbered.
* Titles of books, plays, and journals should be *italicized*. Titles of poems, articles, and stories should be put in what the British call “inverted commas.”
* Please proofread your work carefully.

Thesis Statements:

* Each essay should have a thesis, clearly stated, usually in a single sentence in the introductory paragraph. (Note that homework assignments do not need a thesis.)
* A thesis should be narrow (not too broad), challenging (not too bland), and grounded (not too speculative).
* Each essay should be controlled by or organized around its thesis; and it should have a clear beginning (introduction), middle (argument), and end (conclusion), with all parts working to support the main claim.
* Essays should be organized so that each paragraph focuses on a single topic.

Citations:

* You must supply in-text citations when you quote or paraphrase. Follow the MLA Author-page style guidelines.[[2]](#footnote-2)
* Research papers should include a Works Cited page in MLA style.[[3]](#footnote-3)
* Cite only works that are scholarly and credible—no blogposts or Wiki pages.

Submitting Assignments:

* Major assignments (the three papers) must be submitted in both hardcopy and electronic form. Post files to the “Discussion Board” on the Blackboard in the appropriate folder before class on the day that they are due.
* Assignments must be saved as a Word document (in .doc or .docx format).
* All files must be named in the following format: Section Number, Last Name, Assignment Name (e.g. “ENGL 220-20, Strouse, Syllabus.docx”).
* All other assignments (response papers, exercises, outlines, etc.) should be submitted in hardcopy in class on the day that they are due.

**Office Hours**

 I’m interested in having everyone do as well as possible (a true fact), so if you’re having problems of any kind, please let me know. Drop by my office for any reason, or for no special reason at all.

**Learning Outcomes and Objectives**

With an emphasis on close reading and analytical writing, English 220 is intended to develop in students the analytical and interpretive skills necessary for both written and verbal critical response to literature that is firmly grounded in the text. It also establishes a common knowledge base, however minimal, in literature in English, and it equips students with the vocabulary and techniques for describing and analyzing literary works, with an emphasis on developing critical writing skills specific to literary analysis. In addition, the course develops in students an appreciation and understanding of the aesthetic qualities of literature, as well as an awareness that literature is part of a larger ongoing cultural, social, and historical dialogue that informs, influences, and inspires our experience.

**Goals**

By the end of the semester, students should be able to:

1. Write thesis-driven analytical essays of 3-5 pages on all three genres (poetry, fiction, drama) that incorporate evidence from the literary texts and demonstrate close reading skills.
2. Write an analytical research paper of at least 5-7 pages that demonstrates close reading skills and the appropriate use of evidence from literary texts; the ability to create a clear thesis statement; and the ability to incorporate and engage scholarly critical sources as part of a well-organized, thesis-driven argument.
3. Discuss fiction, poetry, and Shakespearean drama verbally through the use of close reading skills and, where appropriate, basic literary terminology.
4. Demonstrate some familiarity with literary criticism in class discussion or writing, or both.
5. Demonstrate the ability to compare and/or contrast two literary works.
1. \* NB: Schedule and requirements are subject to change—look for alerts via email. [↑](#footnote-ref-1)
2. See <https://owl.english.purdue.edu/owl/resource/747/02/>. [↑](#footnote-ref-2)
3. See <https://owl.english.purdue.edu/owl/resource/747/05/>. [↑](#footnote-ref-3)