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Eng. 102(GA), Composition II (CRN: 40765)
Spring 2021 – M/W 11-12:15

Course Description: This course is an introduction to writing about literature. The course is designed for students to practice close reading and organizing evidence to support their written interpretation and analysis of literary texts. The course offers students continued practice in drafting, revising, and editing essays. A primary goal for students is to produce clear, well-developed, well-organized, grammatical writing. For at least one essay, students use research materials. SUNY GEN ED-GBCM, GHUM; NCC GEN ED-COMP, HUM

Pre-requisites: ENG 100 or 101 or 108

Beyond the above, this course will look at how literature matters to us. Students will become more self-aware as readers and writers and more confident sharing their ideas about literature with others.

Required Texts: Mays (ed.), *The Norton Introduction to Literature* (Shorter 13th edition)

Recommended Texts: Lunsford, *Easy Writer* (6th edition) and a collegiate dictionary
(Electronic versions of assigned texts can be used as long as they are the equivalent of the texts used in class.)

Grading: The semester is worth a total of **200 points**. A student's final grade will be determined by the following scale: A = 180 and above, B+ = 170 and above, B = 160 and above, C+ = 150 and above, C = 140 and above, D+ = 130 and above, D = 120 and above, F = Below 120.

The grades for the semester are: Essays (3), Quizzes (total score), Work Cited (total score), Class Participation and Discussion Board (total score).

Essays (3) (40 pts each; 120 points total): Students will develop and build ideas in response to texts over the course of the semester. Essays will rely primarily on close analysis of primary texts and incorporate relevant secondary research. Essays will evolve through revision and editing. The papers will need to use MLA style formatting and documentation. Essays will be turned via Turnitin.com, AND students **must keep digital copies of their work**.

Quizzes (6) (5 points each; 30 points total): Students will take brief 5 question multiple-choice quizzes about the materials studied. These quizzes will be open-notebook and open-textbook. Students will be able to take each quiz up to 2 times with the highest score earned recorded. The exams will take place via Blackboard. Quizzes will be "open" for multiple days to complete the quizzes, will have 45-minute time limits, and will have deadlines listed on the syllabus.

Work Cited (5pts/Credit or No Credit/20pts; 25 points total): Students will learn and practice the basic concepts of MLA style text citation and documentation. This work will take place in 3 stages, culminating with the creation of a Work Cited assignment that students will develop in stages and submit by designated deadlines.

Class Participation and Discussion Board Work (25 points total): 10 points of this component concerns attending class regularly (via Zoom meeting), demonstrating preparation for class work, and contributing to class discussion. Meeting with the instructor outside of class for conferences (via one-on-one Zoom or phone conferences) also counts towards this feature of the class.

In addition, **15 points** of this component focuses on specific Discussion Board tasks (during and outside of class meetings). Students will ask new questions about texts being studied and look for opportunities to build connections between texts and to current events. For this work, during each unit students may be asked to respond to a specific prompt, post original content, and respond to the work of at least 1 classmate.

The “Discussion Board” portion of this grade will be determined by how many of these tasks a student completes; full credit requires all tasks to be completed.

Course Policies/Procedures:

As of the writing of this syllabus, the course will meet in real-time on the dates and during the times listed above via Zoom. All essays, assignments, quizzes, and ungraded work will take place via Blackboard (Bb). **This class will be conducted via remote instruction.** Students must be available to meet via Zoom or other video-conferencing program at the scheduled days and times and must have access to a working, up-to-date computer with consistent access to the internet. In addition, students must be able to create and save documents (.doc, .docx, or .pdf preferred) and to use email to send and retrieve course materials as attachments. At the instructor’s discretion this class may also require Blackboard or another shared web-based services such as Google Drive.

Quizzes and Discussion Board work will occur through Blackboard (Bb) and will happen mostly outside of class meeting times. Deadlines will be posted or announced.

Attendance/Lateness: Regardless of whether classes are held in-person or remotely, the following policy is in effect: “Students are expected to attend all classes. Absences due to illness or for other serious reasons may be excused* by the instructor. Students are advised that absences in excess of 10%** of the total class meetings may result in the student being dropped from the course....” (NCC Catalog).

*Students should not assume that absences have been excused. The instructor reserves the right to make the final determination for distinguishing between excused and unexcused absences. Students wishing to have an absence or absences excused should consult and stay in regular contact with the instructor.

**For the purposes of this class, 10% equals 3 absences. At the discretion of the instructor, students will be marked “ABSENT” if they leave or cease to participate in the Zoom session before the end of the class. Students will be marked “LATE” for any class meeting at which they arrive more than 5 minutes after class begins.

Class Citizenship and Behavior: To encourage full involvement from all students in the class, students will be expected to treat classmates with respect and consideration. Classrooms, like communities, work best when all present feel safe. If students engage in personal attacks or behavior that makes other students feel “unsafe”, the instructor will remove those students from class for the day or for the semester if they behave consistently in a way as to make the class an “unsafe” place.

Disruptive conduct in the classroom that interferes with the instructor's performance of his/her professional functions or that undermines the integrity of student learning will not be tolerated. Consult the Student Handbook for further details:

https://collegecatalog.ncc.edu/current/policiesandprocedures/academic_info/classroom_disruption_policy.html

Another measure of consideration for the class and one’s classmates is for each of us to give our full attention to the business of the class. Students will be expected to turn off and to put away all unnecessary electronic devices. In the case of an emergency, students should notify the instructor that the device must remain “on”. If so, the device will be set on “silent” and/or “vibrate”.

Zoom Etiquette: Class meetings will be conducted through Zoom (a videoconferencing platform). Even though we will not be together in a single room and even though many of us will be accessing class meetings from home, work, or public spaces, I still want to do what we can to create a classroom community that will foster collaborative work and communication. With that in mind, the following policies will apply:

- 1) Students should be dressed appropriately for a public class.
- 2) Students should not be laying down in bed.
- 3) Where/when possible, students should access the class from a private space.

- 4) Where/when possible, students should access the class with video through a computer or Smartphone, especially at the start of class and when participating in class discussion/work.
- 5) Students should use their “mute” function when asked by the instructor.

Work to be handed in: All work will be submitted digitally through BlackBoard and/or Turnitin.com and must be double-spaced and have original titles. Students should use MS Word or GoogleDocs for submission of their essays and any other work submitted to Turnitin.com. Students are responsible for saving digital copies of their work in case of the need for Academic Honesty assessment or in case of instructor error.

No late work or emailed work will be accepted except by previous agreement with the instructor. If you expect to be absent for a class in which work is due or if you miss class, then please submit your work as per the assignment’s instructions

Students are responsible for arranging to make up missed in-class assignments. Except for extraordinary circumstances, students will be expected to have completed missed in-class assignments the next time they come to class.

Revision: Revising written work will play a significant role in the class. In addition to any mandatory revision assignments, Essays 1 & 2 may be re-submitted within **one week** of receiving graded work in order to be eligible for a possible change of grade. Additionally, ungraded written work may be revised for possible Class Participation credit.

Academic Honesty: Academic honesty is essential to the success of the class and to its students. Plagiarism, cheating, or other forms of academic dishonesty on any assignment will result in failure (a grade of zero) for that assignment and may result in further disciplinary action, including but not limited to failure for the course and dismissal from the college. See the Nassau Community College policy on [Academic Dishonesty & Plagiarism:](http://collegecatalog.ncc.edu/current/policiesandprocedures/academic_info/ac_dishonesty.html)
http://collegecatalog.ncc.edu/current/policiesandprocedures/academic_info/ac_dishonesty.html.

Student (Office) Hours: In general, during Student (Office) Hours, the instructor and the student will work on issues arising out of class content, work, and issues. However, these discussions can also focus on other factors impacting on the student’s performance and ability to succeed in the class and at the college.

Students do not need to make appointments; these meetings will be conducted via Zoom. During these times, students are seen on a first-come, first-served basis determined by when they enter the Zoom “waiting room” using the public link available through the Blackboard. The instructor will “admit” students one at a time unless students choose to be seen together. Students are encouraged to make frequent use of this resource.

Students should also feel free to ask questions via email or via phone and to correspond or to make appointments outside of Student (Office) Hours with the instructor as needed.

Mentoring Hours: In general, during Mentoring meetings, the instructor and the student will work on issues impacting the bigger picture of the student’s college experience. These issues may include school/life balance, study skills, transfer issues, educational and course selection planning, as well as issues out of specific class experiences.

These meetings are by appointment only; students should contact the instructor to schedule a meeting. Meetings usually last for approximately 30 minutes, but shorter or longer times can be arranged. All meetings will be conducted via Zoom, and students will receive private Zoom invitations via NCC email.

If the instructor’s listed times of availability do not work, then the instructor will work to find alternate times or to find a faculty colleague with whom the student could work.

Faculty Website: All documents/materials will be posted to Blackboard. In addition, these materials can be found in the DOCUMENTS section of the instructor's website (see url at top of first page of syllabus); the website is accessible for students from home or from campus computer stations/labs. If a student misses a class, he/she should check Blackboard or the website to see if a new document has been posted for the course before returning to class.

Writing Center: Students should avail themselves of tutoring in the writing process available through the Writing Center. The Writing Center offers one-on-one tutoring as well as workshops covering grammar and MLA and APA research and documentation styles. These services should be considered an integral part of the coursework and will help the student master the necessary knowledge and skills for this class. Students may contact the Writing Center at 572-7195 or 516-572-3595, email wcenter@ncc.edu, and may submit their work using the online submission form: <https://nccapps.ncc.edu/WritingCenter/>.

The Center for Students With Disabilities: "If you have a physical, psychological, medical, or learning disability that may have an impact on your ability to carry out the assigned coursework, I urge you to contact the staff at the Center for Students with Disabilities (CSD), Building U, (516)572-7241, TTY (516)572-7617. The counselors at CSD will review your concerns and determine to what reasonable accommodations you are entitled as covered by the Americans with Disabilities Act and section 504 of the Rehabilitation Act of 1973. All information and documentation pertaining to personal disabilities will be kept confidential."

*** REMAINING in this course constitutes your acceptance of the policies, expectations, and responsibilities outlined in this syllabus and stated in the course overview during the first week of class. The syllabus, including the schedule of class assignments and readings, is subject to change at the professor's discretion.***

ENG 102 and ENG 109 and all Literature Course Goals and Outcomes:

Writing Literacy: to produce precise, clear, grammatically-correct, well-developed, and well-organized writing appropriate to academic, social, and occupational fields; **Outcomes:** Students will produce coherent texts within common college level forms and revise and improve such texts.

Critical Thinking: to be able to question information and to use reason to determine what to believe or what to do; **Outcomes:** Students will identify, analyze, and evaluate arguments as they occur in their own and others' work and develop well-reasoned arguments.

Informational Literacy: to locate, evaluate, and incorporate relevant source materials into the construction and expression of an informed point of view; **Outcomes:** Students will access and utilize basic computer and internet functions, demonstrating appropriate and effective utilization of programs and functions; use basic research techniques, demonstrating appropriate, effective research skills; locate, evaluate, organize, and synthesize information from a variety of sources, demonstrating the ability to implement an effective search strategy to obtain reliable information; and apply ethical and legal standards for use of source information, demonstrating the application of accepted ethical and legal restrictions on the use of published works.

Humanities Competency: to understand the conventions and practices of English Studies; **Outcomes:** Students are able to analyze or interpret texts, ideas, discourse systems, and the human values they reflect.

Course Schedule:

January

- 20: Introduction / Reading and the Reader / “What is Literature?” & “What Does Literature Do?” (1-3) / “The Elephant in the Village of the Blind” (17-18)
- 25: “Why Read Literature?” & “Why Study Literature?” (6-9) / Brewer, “20/20” (20-21)
- 27: Intro to Fiction -- Plot: “Plot Versus Action”, “Pace”, & “Conflicts” (75-77), “The Five Parts of Plot” (78-80), & “Common Plot Types” (82)
Baldwin, “Sonny’s Blues” (91-113)

February

- 1: Baldwin, “Sonny’s Blues” (91-113)
- 3: **Narration & Point of View** (169-172)
Poe, “The Cask of Amontillado” (174-179)
Chopin, “The Story of an Hour” (569-570)
- 5: **QUIZ 1 DEADLINE**
- 8: **Character** (210-214 & 216)
Borges, “The House of Asterion” (277-279)
Atwood, “Lusus Naturae” (260-264)
- 10: **Setting** (282-284 top, 285-287)
Cofer, “Volar” (307-308)
- 12: **QUIZ 2 DEADLINE**
- 15: **PRESIDENTS’ DAY – NO CLASSES**
- 17: **NO CLASSES**
- 22: Tan, “A Pair of Tickets” (293-306)
- 24: **Symbol and Figurative Language** (380-384)
Danticat, “A Wall of Fire Rising” (413-424)

MARCH

- 1: **Theme** (429-433 top)
Marquez, “A Very Old Man with Enormous Wings: A Tale for Children” (451-455)
- 2: **QUIZ 3 DEADLINE**
- 3: Review / Prep for Essay 1
- 5: **WORK CITED NOTES DUE**
- 8: Revise / Prep for Essay 1
- 10: Intro to Poetry (730-744)
Davis, “Head, Heart” (732)
Robinson, “Richard Cory” (735)
Wheatley, “On Being Brought ...” (741)
Collins, “Divorce” (742)
- 12: **ESSAY 1 DUE**
- 15: Intro to Poetry (730-744)
Davis, “Head, Heart” (732)
Robinson, “Richard Cory” (735)
Wheatley, “On Being Brought ...” (741)

AND

- Speaker** (769-777)
Atwood, “Death of a Young Son...” (773-774)
Clifton, “cream of wheat” (781)
Cofer, “The Changeling” (788-789)

- 17: **Speaker** (769-777)
Atwood, “Death of a Young Son...” (773-774)
Clifton, “cream of wheat” (781)
Cofer, “The Changeling” (788-789)

AND

- Situation and Setting** (795-806)
Dove, “Daystar” (796)
Espada, “Litany at the Tomb...” (806)
Komunyakaa, “Tu Do Street” (817-818)

- 21: **QUIZ 4 DEADLINE**

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- 22: **Theme and Tone** (830-836)
Kumin, “Woodchucks” (832-833)
Rich, “Aunt Jennifer’s Tigers” (833-834)
Dunbar, “Sympathy” (836-837)
Angelou, “Still I Rise” (838-839)

- 24: **Language and Word Choice and Order** (854-860)
Collins, “Lies” (855)
Roethke, “My Papa’s Waltz” (857)
Olds, “Sex Without Love” (859)
Blake, “London” (860-861)

- 27: **QUIZ 5 DEADLINE / WORK CITED WORK DRAFT DUE**

29: **PASSOVER – NO CLASSES**

31: **NO CLASSES**

APRIL

- 5: **Visual Imagery and Figures of Speech** (866-878)
McKay, “The Harlem Dancer” (868)
Pastan, “Marks” (871)
Majmudar, “Dothead” (875-876)
Shakespeare, “Shall I compare thee...” (878)

- 7: **The Sounds of Poetry** (899-902, 905-907)
Chasin, “The Word *Plum*” (903)
Taylor, “The Star” (911)
Shakespeare, “Like as the waves ...” (914)
Mos Def, “Hip Hop” (926-928)

- 9: **QUIZ 6 DEADLINE**

12: Review / Prep for Essay 2

14: Revise / Prep for Essay 2

16: **ESSAY 2 DUE**

19: Intro to Drama (1221-1230) / Martin, “French Fries” (1755-1757)

21: Ibsen, “A Doll House” (Act 1: 1703-1713)

26: Ibsen, “A Doll House” (Act 1: 1713-1723 & Act 2: 1723-1733)

28: Ibsen, “A Doll House” (Act 2: 1733-1738 & Act 3: 1738-1742)

30: **WORK CITED FINAL DRAFT DUE**

MAY

3: Ibsen, “A Doll House” (Act 3 – to the end – 1753)

5: Review and Research / Prep for Essay 3

10: Research / Prep for Essay 3

12: Revise / Peer group work for Essay 3

14: **ESSAY 3 DUE**

17:

Conferences