

ENGL 220-HC2: Introduction to Writing About Literature
M/Th 8:10-9:25am

Required Texts

1. Shakespeare, William. *The Taming of the Shrew*. Ed. Barbara A. Mowat and Paul Werstine. *Folger Shakespeare Library Edition*, 2004. ISBN: 074347757X (On Amazon \$5.99 new) [Available at Shakespeare & Co.]
2. Webster, John. *The Duchess of Malfi*. Ed. Michael Neill. *Norton Critical Edition*, 2015. (On Amazon for \$9-13, or Gutenberg for free) [Available at Shakespeare & Co.]

Course Expectations

Attendance & Lateness: Students who miss 4 or more classes without reasonable justifications are likely to fail the course. You are responsible for coming to class on time and will be held accountable for attendance and reading via discussion questions you post on Twitter in the first 5 minutes of class. Late students will be considered absent unless excused.

Participation: Group discussions will take up the majority of the class. Annotating the texts while reading is a good way to prepare for class discussions: write questions in the margins, circle key terms, and note important moments. I expect you to bring the text and syllabus with you each day. I encourage open but *respectful* discussion. Derogatory comments, including, but not limited to, racism, sexism, homophobia, transphobia, etc., will not be tolerated.

Classroom Etiquette/Technology Policy: You are responsible for bringing hard copies of the texts we are to discuss in class with you every day. Use of cell phones is only allowed during Twitter discussion periods and during group work projects. Students may drink beverages and eat during class, so long as it is not disruptive, doesn't crinkle, etc.

Contact: I can answer quick questions via email usually within a day but within reason on Monday-Friday, 9am-5pm. You can send me a direct message on Twitter also. I rarely check my email over the weekend. If you are in need of help with something more complex than what can be covered in an email, we can meet during my office hours or you can make an appointment.

Academic Integrity: Any instance of plagiarism (intentional or accidental)* will result in an immediate failure ("F") on the assignment. The college officially states: 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.

Writing Center: The Hunter College Reading/Writing Center offers FREE one-on-one tutoring. The Reading/Writing Center is located in the Thomas Hunter building (Room 416). For more

information, visit: <http://rwc.hunter.cuny.edu/index.html>. If you are unsatisfied with your final grade on a paper, you can visit the writing center and make *substantial* revisions to your paper and resubmit it for grading. This does not guarantee you a better grade as it is entirely dependent on how much effort you put into revisions. Editing grammar is often not enough—I look for added evidence, analysis, etc. that makes your paper *stronger* and your argument *stronger*.

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).

Reading Assignments: Careful and engaged reading of every assigned text is not only required, but essential to your success as a developing writer/reader and the course as a whole. I recommend that you read assigned texts **more than once**. Write in the margins, underline important phrases, circle key terms, jot down questions, look up words you don't know, and find background information about the author. You must bring the assigned text(s) to class and be ready to discuss what you have read.

Writing Assignments/Presentations and Grading Policies: You will do a lot of writing and revising this semester. Late papers will be marked down one letter grade. Although your essays will undergo several revisions, the grades you receive on your papers will reflect your work on all your drafts. See my grading rubric for more detailed expectations.

▪ **Diagnostic Essay (Not graded)**

30 minute timed in-class essay about a time in which you were “wrong” about something. It is required and used to help me assess your writing.

▪ **Participation/Twitter (approx. 15%)**

You will be tweeting discussion questions, completing a close reading assignment, and writing thesis statements in 140 characters or less using Twitter. Keep up with the readings and know what you want to tweet before class starts. This grade is based on your attendance and the *quality* of your engagement in class and on Twitter.

▪ **Evaluation of a critical essay (approx. 5%)**

One 2-3 page summary and analysis of a critical article, articulating the writer's thesis and key points of evidence, as well as evaluating the strengths and weaknesses of the article. This will be written first separately, then combined into one final, paired project.

- **Three short analytic papers (approx. 30%)**

Three 3-5 page analytic response papers on texts we are reading in class. Directions will be given on separate handouts.

- **Research paper (due in stages) (approx. 40%)**

You will write a 7-9 page research paper on a topic related to either play or both. Your draft will undergo several revisions, both in the classroom and at home. Your final grade will be based on the annotated bibliography (5%), first paragraph draft (5%), peer review (5%), and your final draft (25%).

- **Final Exam (approx. 10%)**

Your final will include 1-2 medium-length essays. Exam questions will be written by students. It is open book.

Schedule of Readings (subject to change)

Week One: Introductions

M 1/30: Syllabus & Diagnostic Essay

Th 2/2: *The Taming of the Shrew*, Induction [[Create Twitter Profiles](#)]

Week Two: Drama

M 2/6: *The Taming of the Shrew*, Act I

Th 2/9: *The Taming of the Shrew*, Act II & George Hibbard's "*The Taming of the Shrew: A Social Comedy*" [To be discussed in class together. Take notes, look for the main thesis.]

Week Three: Drama

M 2/13: No Class

W 2/15: [CUNY Monday] *The Taming of the Shrew*, Act III & Shirley Garner's "Inside or Outside of the Joke?" [Group Work: How to write an evaluation/precis of a critical essay.]

Th 2/16: *The Taming of the Shrew*, Act IV & Close Reading [Group Work: [Twitter](#)]

Week Four: Drama

M 2/20: No class, Assignment Due: Evaluation of a critical essay (5%)

Th 2/23: *The Taming of the Shrew*, Act V

Week Five: Drama

M 2/27: Whatever Happened to Christopher Sly? [Script Competition]

Th 3/2: *The Male Body* by Susan Bordo

Assignment Due: First analytic paper, close reading *The Taming of the Shrew* (10%)

Week Six: Drama

M 3/6: *The Duchess of Malfi*, Act I

Th 3/9: *The Duchess of Malfi*, Act II & Choosing Resources, Annotated Bibliography

Week Seven: Drama

M 3/13: *The Duchess of Malfi*, Act III & How to Write a Thesis

Th 3/16: *The Duchess of Malfi*, Act IV & Excerpt from *Essays and Arguments*

Week Eight: Drama

M 3/20: *The Duchess of Malfi*, Act V

Assignment Due: First Paragraph of Research Paper (5%) & Annotated Bib (5%)

Th 3/23: No class [Teacher at Conference]

Assignment Due: Collaborative note-taking for *The Brief Wondrous Life of Oscar Wao*

Week Nine: Fiction (Novel to be chosen by students)

M 3/27: *The Brief Wondrous Life of Oscar Wao* [140 Characters or Less]

Th 3/30: *The Brief Wondrous Life of Oscar Wao*

Assignment Due: Rough draft of research paper due

Week Ten: Fiction

M 4/3: *The Brief Wondrous Life of Oscar Wao*

Assignment Due: Peer review for research paper (5%)

Th 4/6: Thesis-Based Research Paper due (25%)

Week Eleven: Spring Break

Finish reading *The Brief Wondrous Life of Oscar Wao*

Week Twelve: Fiction

Th 4/20: *The Brief Wondrous Life of Oscar Wao*

Week Thirteen: Fiction & Poetry

M 4/24: *The Brief Wondrous Life of Oscar Wao* [140 Characters or Less]

Th 4/27: Emily Dickinson, (Johnson Numbers) “I’m Wife—I finished that” [199], “Much Madness is divinest Sense” [435], “Tell all the Truth but tell it slant” [1129], “I heard a Fly buzz” [465], “The Brain, within its Groove” [556], “The Brain – is wider than the Sky – ” [632]

Assignment Due: Second analytic paper on *Oscar Wao* (10%)

Week Fourteen: Poetry, Sci-Fi, and Autobiography

M 5/1: Sylvia Plath, “Lady Lazarus” & Star Trek’s Death Machine

Th 5/4: Sylvia Plath, “Daddy” & *The Bell Jar* (excerpt), Theodore Roethke, “My Papa’s Waltz”

Week Fifteen: Poetry

M 5/8: June Jordan, “Poem About My Rights” & Audre Lorde, “Master’s Tools”

Th 5/11: Audre Lorde, “Coal” & Angela Davis Talk at Medgar Evers [140 Characters or Less]

Week Sixteen: Poetry & Final Exam

M 5/15: Audre Lorde, “Poetry Is Not a Luxury” & Excerpt from *The Cancer Journals*

Assignment Due: Third analytic paper on a poem (10%)

Th 5/18: Final Exam Prep (10%)

The syllabus is subject to change as we move along throughout the semester.

English 220 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.

By the end of the semester, students should be able to: (1) Write thesis-driven analytical essays of approx. 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 approx. 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.

*If you are really nervous about an assignment, please talk to me instead of using Wikipedia or Sparknotes, or Shmoop, or using someone else’s ideas. Plagiarism is a crime, and it is usually either accidental or obvious. To be safe, cite everything. Include a “Works Consulted” Page after your “Works Cited” if you’re ever unsure.