English 2850: Great Works of Literature II: Hybrid
Spring 2016

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Required Texts

Autobiography of Red; Carson, Anne; ISBN: 037570129X; Vintage. $15

Hard copies of the PDF files from Blogs@Baruch, or that you receive via email, as well as other handouts, websites, and miscellaneous texts assigned in class. You must print these out and bring them to class.

Reliable, daily access to your Baruchmail account, Blogs@Baruch, GoogleDocs (you will need a Gmail account for this), Blackboard, and the internet.

Course Description
Please see the Baruch College Great Works of Literature course description at:
http://www.baruch.cuny.edu/wsas/academics/english/great_works_literature.html

ENG 2850 Great Works of Literature II
3 hours; 3 credits

This course presents a global approach to literature by introducing a variety of narrative, lyric, and dramatic forms representative of different cultures and historical periods, from the seventeenth century to the present. Specific choices depend upon the preference of the instructor, but every class studies examples of fantasy and satire, Romantic poetry, modern plays, and a broad range of narratives. Discussions involve both close reading of selected texts and comparison of the values the texts promote. Students engage in a variety of communication-intensive activities designed to enhance their appreciation of literature and their awareness of the way it shapes and reflects a multicultural world.

Since this course is a hybrid, approximately half of our work will take place online. Therefore, many assignments ask you to use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

This course is equivalent to LTT 2850. Students will receive credit for either ENG 2850 or LTT 2950. These courses may not substitute for each other in the F grade replacement policy. This course may not be taken with the Pass/Fail option.
Prerequisite: ENG 2150 or equivalent.

Course Goals & Outcomes
1. Increased ability to interpret meaning in literary texts by paying close attention to an author’s choices of detail, vocabulary, and style
2. Ability to discuss the relationship between different genres of literary texts and the multicultural environments from which they spring
3. Increased confidence in offering a critical evaluation and appreciation of a literary work’s strengths and limitations
4. Increased confidence in the oral presentation of ideas
5. Increased ability to write a critical essay employing a strong thesis statement, appropriate textual citations, and contextual and intertextual evidence for your ideas
6. Increased ability to use technology, including the internet, to produce and publish writing and to interact and collaborate with others
7. Ability to integrate and evaluate content presented in diverse formats and media, including visually and qualitatively, as well as in words
8. Increased ability to strategically use digital media and visual displays of data to express information and enhance understanding of presentations

Course Requirements

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Online Assignments

Each week, you will complete an online assignment. This counts for a class session. Detailed instructions will be posted on our course blog on the Online Assignments page. Generally, you should have written something about the readings before we discuss them in class, so that you have thoughts you might offer up to the group. The entries will vary from 300-500 words, the equivalent of one to two typed pages. In general, these blog posts and comments must document your critical engagement with the texts and your peers’ ideas about the texts. While your opinion and personal connections to the themes may come up in your posts, please remember that they should not be a diary entry, a review or opinion piece (“I liked this” or “I didn’t like this”).

Because this assignment is not a formal paper, you do not have to argue a thesis each week, but you should pursue an idea or several based in the texts we encounter. While I will give you a prompt or focus each week, your engagement might present itself in a variety of ways, such as in the form of observations, questions, or teasing out the implications of particular quotes, language, or moments from the texts. Ideally, you will extend these to larger connections between other texts and ideas we come across in this course. The assignment is intended not only to facilitate class discussion, but to ensure active reading and to help you practice for and to come up with ideas for the formal essay assignments.

Each assignment is worth two points for a total of twenty four.

- **2 points** Serious attention given, requirements fulfilled, posted on time
- **1.5 points** Needed more intellectual investment than demonstrated, not all requirements fulfilled, on time submission.
- **1 point** Late and/or did not engage adequately. Several requirements unfulfilled.
- **0 point** More than two days late or never submitted

Each should be **completed by Monday night at 11:59pm** as per the schedule. Be sure to give yourself at least 100 minutes to complete this assignment each week. Remember, this assignment is in addition to and often depends on the reading. This online assignment is the equivalent of a class meeting. Plan accordingly!

Peer Review

Before each essay and the final digital project are due, you will give and receive feedback from a few peers. Guidelines will be posted to the blog. These are worth two points for each session for a total of six. Feedback should be submitted to your peers via a Google Doc by **11:59 on the Sunday** night before the assignment is due.

Essays

The first essay we’ll work on is an analysis of a text. It’s very likely that you’ve had to write this style of essay in English 2100/2150 or its equivalent. For our purposes, we’ll look specifically at how the form of a piece of literature informs its content, as we’ve been doing in class since the start of the term. You may choose any text that we’ve discussed, so that you already have some context for and writing on it.
Analyze any one of the poems or a short passage from one of the poems, stories, or novel. Focus on one aspect of the text—tone, image, sound, or the form altogether. Because this is a very short paper, it’s unlikely you’ll be able to talk about multiple aspects of the text, so you’ll need to hone in on one element. Be sure to discuss how the specific language chosen affects the text’s overall meaning, or one of its ideas.

You do not need to do any research for this assignment; it is an analysis, not a research paper. You will not need to cite anything except the page numbers or the poem’s line numbers. However, if you are working from one of your or your classmate’s blog posts or comments, be sure that this is clearly cited and that the bulk of your writing is your analysis of why that post, amongst other evidence from the text, supports your overall interpretation. The final draft should be no less than two pages (600 words) and no more than three (900 words).

In the second essay, you will write a brief paper comparing or contrasting some aspect of two texts we have or will read in this course. You may choose to analyze how the texts engage a similar theme, or you might write about how they use some feature of style, such as tone, figurative language (metaphor, simile, or symbolism), imagery, character development, or setting, and so on to produce certain effects. Your analysis should be three to four pages (900-1200 words).

In each essay, you must use evidence from the text to support your interpretation, develop all of your ideas, and use correct grammar, punctuation, and spelling. Be sure your essays are double-spaced and typed in a 12 pt. font and that your pages have 1” margins. Print out a hard copy to submit on the day it is due. Staple your pages!

**Digital Project**

For the final project, you will create a digital presentation on any of the material we have covered this term. This project is fairly open, as far as design. For example, you may choose to present using Instagram, Tumblr, Pinterest, or VOCAT, etc. In addition to the presentation portion of the project, you will write a reflection essay that details how your project relates to the text(s) you are presenting. You must use specific language from those texts to discuss the digital portion of the project. This project overall will synthesize both your semester-long effort and creativity on digital platforms and your ability to closely read texts. More details will follow as the end of the semester draws near.

**Participation**

I expect everyone to participate in discussions both in class and online. You must complete all the reading and assignments before class. Class participation may take many forms: question, answer, comment, response. Because of the required online assignments (blog posts and comments), you should be well prepared to participate in class discussions. Some days I will give you a specific exercise or activity to facilitate such engagement. Always bring a hard copy of the week’s readings (the PDFs or book) and your notes with you to class.

An important goal of the course is to provide a safe, respectful classroom environment in which to explore your ideas. If your participation in class discussion in any way monopolizes the conversation or silences or excludes your classmates, it will work against your participation grade. I grade participation in terms of effort, preparedness, and courtesy.

It is absolutely crucial that you do not miss class (or any portion of it) except in the case of extreme emergency. If there is such an emergency, please notify me as soon as possible. Likewise, you must attend all scheduled conferences and classes, come to each class fully prepared, schedule work on class assignments so that it is completed by deadlines or before deadlines, and attempt to be helpful in any way that improves the learning of the whole class.

Throughout the semester, I may give pop quizzes to ensure you are keeping up with the reading.
Attendance Policy

Baruch’s policy is that you are permitted four absences before being dropped with the grade of WU. Because our online assignments count for a class session, each online assignment missed will count as an absence. If you miss face-to-face class meetings and these online assignments more than a total of five times, I will drop you from the course with the grade of WU. **For every F2F absence your grade will drop by one point.** Habitual tardiness is not acceptable and every two tardies (arriving more than 5 minutes late) will count as an absence. Our F2F time is precious; it is imperative that you attend all of these sessions. (If there is an extreme emergency that prohibits you from attending, please be sure to let me know.)

From the official Baruch College attendance policy:

“If a freshman or sophomore is absent in excess of twice the number of class sessions per week, the instructor must give the student a WU grade, which counts as an F. The instructor may give a junior or senior a WU grade if he/she has excessive absences. Attendance and lateness clearly play a role in class participation. Instructors have the right to weigh attendance, lateness, and class participation in determining grades.”

Laptops, cell/smart phones, pagers, iPods, iPads, Kindles, and other electronic devices
Do not use any of these during class, unless I have specified that you may for a particular activity or assignment; if you do, your participation grade will be affected.

Late Assignment Policy
Late work is not accepted. If you must be absent on a day that an assignment is due, please make arrangements with me to turn your assignment in before that date.

Academic Honesty
Anyone caught cheating on a quiz, test, or any assignment or plagiarizing will fail the course immediately and will be referred to the college for further disciplinary action.

Plagiarism occurs when you claim to be the originator or producer of words, opinions, facts, or number that belong to an author whose work you found online or in a book, magazine, or newspaper. Any student caught plagiarizing will immediately fail the course and will be referred to the College for further disciplinary action.

For more information on Baruch College’s honesty policy: [http://www.baruch.cuny.edu/academic/academic_honesty.htm](http://www.baruch.cuny.edu/academic/academic_honesty.htm)

Accommodations Policy:
Baruch College is committed to making individuals with disabilities full participants in its programs, services, and activities through compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act (ADA) of 1990. It is the policy of Baruch College that no otherwise qualified individual with a disability shall be denied access to or participation in any program, service, or activity offered by the university. Individuals with disabilities have a right to request accommodations. If you require any special assistance or accommodation, please contact the instructor in the first week of classes.

Non-Discrimination Policy
I do not condone and will not tolerate discrimination on the basis of race, religion, color, sex, gender identity, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, etc. Because this class relies heavily on discussion and participation, respect for one another is imperative. We may disagree with one another’s points-of-view, which is okay, but please remember that racism, sexism, homophobia, religious slurs, etc. will not be tolerated. As students, adults, and writers we are responsible for the environment created in this class. We must strive to keep our minds open and must be allowed to explore many angles and perspectives. This will enable us to refine our critical thinking skills and further our learning and living process. For further information, please consult the CUNY Non-discrimination Policy:
“It is the policy of The City University of New York and the constituent colleges and units of The University to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender identity, marital status, legally registered domestic partnership status, disability, predisposing genetic characteristics, alienage, citizenship, military or veteran status, or status as a victim of domestic violence.”

http://portal.cuny.edu/cms/id/cuny/documents/level_3_page/010682.htm