

# ENG 102: Writing Through Literature: Game Maps and Player Choice

Spring 2024 - LaGuardia Community College



**Instructor:** Prof. Deirdre Flood

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**Pronouns:** She/her

**Class:** ENG 102.0852

**In person:**

Mondays: 1:00-3:15 **In Room E-107**

And Wednesdays: 1:00-2:00 **In Room E-141**

**Office Hour:**

Wednesdays 10:30-11:30AM Room **MB-14B** (or on Zoom)

or by appointment

**Course Description from the college catalog:**

This course extends and intensifies the work of Composition I, requiring students to write critically and analytically about culturally-diverse works of literature. Students are introduced to

poetry, drama, and fiction, employing close-reading techniques and other methodologies of literary criticism. Students will utilize research methods and documentation procedures in writing assignments of varying academic formats, including a research essay that engages literary critics or commentators. Admission to the course requires completion of Composition I.

### **Class Description:**

Open World video games and RPGs (Role Playing Games) encourage players to explore, navigate, revisit, discover, examine, reflect, and grow all while adventuring across lands and stories. These are all skills necessary for learning in a classroom but we often don't feel motivated to pursue these skills in the classroom. What I hope to do this semester is to mimic the strategies these games use which encourage players to engage and apply them to our classroom.

If you have never played an open world video game or RPG, please don't panic! We'll be mirroring what these games do and you'll have lots of guidance along the way. There are 2 main things we'll be borrowing from these games throughout our class.

1. Maps
2. Quests/Tasks

Your semester is designed into a fantasy map. Each time you complete a section of the map, you'll gain access to secret paths and extra credit before being given a chance to move on to the next section of the map. Many of the readings we'll be exploring this semester use maps and visual elements in similar ways.

Later in the syllabus we'll discuss these game elements in more detail. For now, let's look at your learning outcomes.

### **Pathways Learning Outcomes:**

All English Composition courses must meet all of the following learning outcomes.

A student will:

- **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**.

English 102 is a writing composition course which means that you'll be continuing to build your writing skills in our class. The main difference between ENG 101 and ENG 102 is the type of reading you'll be doing and the type of analysis you'll be learning.

## Learning Goals For ENG 102:

At the end of this course, you will be able to...

- Demonstrate understanding of **writing as a process** that involves pre-writing, drafting, revising, editing, proofreading, critiquing and reflection.
- **Write clearly and coherently in varied academic formats** (such as response papers, blogs, formal essays, and research papers) with an emphasis on writing as a critical thinking process. Essays will vary in length between 600 and 2000 words, using standard written English (SWE).
- **Interpret and write critically about poetry, drama, and fiction** while applying techniques of literary criticism including the close reading of literary texts.
- **Identify and evaluate forms of literary analysis**, such as biographical context, historical context, and critical theory.
- **Read and write critically and analytically**, including identifying an argument's major assumptions and assertions and evaluate its supporting evidence and conclusions. As part of this process of inquiry and problem solving, students will be able to understand audience, voice, context and purpose.
- **Support well-reasoned arguments with evidence** and communicate persuasively over a variety of contexts, purposes, audiences, and mediums.
- **Demonstrate an understanding of research methods** including the use of appropriate technology and the ability to synthesize primary and secondary sources, while employing the conventions of ethical attribution and citation and avoiding plagiarism.
- **Write in class** to strengthen writing skills and strategies.

## FAQ:

### (Frequently Asked Questions)

#### What are the required materials for the class?

You do not need to purchase any texts for this class. A course packet will be supplied to you with the readings for the course. You should bring your course packet to every class.

#### What platform will we be using for class?

We will be using Microsoft Teams for announcements, course materials, and assignment uploads. Here is a quick start guide set up at BMCC:

<https://servicedesk.bmcc.cuny.edu/TDClient/33/Portal/KB/ArticleDet?ID=1018>

For more information about how to use this, and other CUNY platforms check out LaGuardia's Technology Resources page: <https://www.laguardia.edu/technology-resources/>

The map with instructions for all your assignments can be accessed here:

<http://tinyurl.com/MAINQUESTMAP>

### How do I submit a writing assignment?

All major writing assignments will be submitted on Teams. Some short writing assignments will be written in-class and handed in in-person. I cannot accept assignments through email because they can too easily become lost.

### How does my grade break down?

<b>Main Quests: Essays (45%)</b> Essay #1: 15% Essay #2: 15% Essay #3: 15%
<b>Checkpoints: Pre-writing (20%)</b>
<b>Engagement: Attendance and in-class writing (20%)</b>
<b>Creative Writing (15%)</b>

### How do the Game Elements work?

Our assignments are all framed as game elements. Here is a list of how this works:

- **Main Quests: Essays**  
A Main Quest is the goal you must eventually accomplish in order to complete the game and activate the victory sequence. Our class will be divided into units organized around these main quests (aka Essays). All readings, activities, and short assignments will help you move closer to accomplishing your main quest.
- **Check Points: Pre-writing Assignments**  
A checkpoint in a game is a predetermined point in a map, level or scenario that marks your progress towards a major goal and **must** be completed before achieving the main goal. In our class, checkpoints will be short writing assignments that help to build towards your essays also known as pre-writing.
- **Side Quests: Extra Credit Assignments**  
A side quest is a quest given to the player that has no direct bearing on the main story/campaign of the game. Side Quests will unlock and become available to players throughout the semester who have completed main tasks. One Side Quest that is automatically unlocked and will get you extra credit points throughout the semester, is attending tutoring sessions at the Writing Center.

### How many essays are there?

You'll have 3 Main Quests (Essays) to complete throughout the semester; each essay will have several short assignments/checkpoints to help build towards it.

**Main Quest #1: Agatha Christie's Keep**

Investigate the murder in Agatha Christie's murder mystery play *The Mousetrap* and write an essay in support of your theory using close reading strategies.

**Main Quest #2: Archetype Cove**

Develop a unique research project about an archetype of your choice using 3 texts (one print, the other can be visual) and incorporate research.

**Main Quest #3: Genre Islands OR Theme Mountains**

Write an essay arguing a text we've read in class is categorized in the wrong genre OR Write an essay arguing for a particular theme in a text we've read for class.

**What is the revision policy?**

Revisions are unlimited and completely optional. If you don't like a grade you received on an essay and would like to improve, you have the opportunity to submit a revision. Here are some guidelines:

In order to revise you should:

- Submit assignments on time to receive early feedback
- Resubmit as many times as you want throughout the semester
- Check the rubric on Teams to see what you need to focus on in your revision
- Read my overall comments on the side of your drafts to help guide your revision

Circumstances where you cannot revise:

- You cannot revise assignments which are late
- You cannot revise Essay #3 because it is due on the last day

This means it is better to turn in an unfinished draft that you are not yet proud of, then it is to turn in nothing. This way you can get feedback and an opportunity to revise. Remember that writing is an overwhelming process and this is true for all of us. Ask me for help if you are feeling stuck.

**Can I hand in work late?**

Yes, I will accept essays late. However, you cannot expect to wait until the end of the semester and submit all of your assignments at once. Remember that writing is a process, in order to get the most out of the class and out of the writing process, you must submit your assignments throughout the semester. If you need an extension on an essay or assignment, let me know and I will grant you one. You don't even need to explain why you need this extension.

Late essays and creative writing assignments will no longer be accepted 2 weeks after their original due date. In class writing or short pre-writing assignments (checkpoints) cannot be submitted late because they are meant to be done in stages.

**What if I need to miss a class?**

If you need to miss a class, just send me an email and let me know so that I can mark your absence excused. You do not need to explain why you're missing the class.

### **How does attendance and engagement work?**

Writing is a skill we need to practice. Engagement points will be measured based on your participation in class activities, short writing assignments, small group discussions, etc.

Remember that these activities are not graded or evaluated- they are only meant to offer you opportunities to practice reading and writing skills during class. Although participation is a key portion of all these exercises, class attendance is the vital first step. Therefore, missing too many classes will influence your overall class performance and your final grade.

### **The English Department attendance policy is as follows:**

In all English department courses, students can be absent without penalty for no more than two weeks' worth of class time during session I, and one week's worth of class time during session II. Absences begin to be counted on the first day of class, regardless of when you registered.

This means you can miss:

- 6 hours in a 3-hour per week course
- 8 hours in a 4-hour per week course
- For ENA 101, which meets for 7 hours a week, students are limited to:
- 8 hours of absence in the ENG 101 course and 6 hours of absence in the ENA 101 course.

Students missing fewer than two weeks' worth of class time will not be penalized for those absences. However, student engagement, part of the overall course grade, relies on in-class activities such as low-stakes writing assignments, peer review, and in-class high stakes essays. Some of these cannot be made up outside of class and may affect the engagement grade.

Students who exceed the two-week limit may receive a lower course grade. After four weeks of absence, students can no longer pass the course.

This policy applies equally across in-person, online-synchronous, hybrid and online-asynchronous courses. For hybrid courses, which meet once a week in-person and have a weekly asynchronous activity, missing the weekly asynchronous activity counts as an absence.

### **For our class:**

This means that you can miss 4 classes without it affecting your engagement grade (this includes excused or unexcused absences.) And after missing 8 classes (excused or unexcused) you can no longer pass the course. Each pair of significant lateness (30 mins or more) will be added up to equal an absence (2 lateness = 1 absence).

If an issue arises which is preventing you from coming to class on time, or if you know in advance that you will miss a class, please reach out right away.

### **How can I get extra credit?**



There are 3 ways to get extra credit in our course.

1. **Use the Writing Center.** Each writing center tutoring session you attend for our class is worth one point towards your overall grade at the end of the semester.
2. **Complete your Main Quests on time and gain access to Side Quests.** (Short assignments connected to the skills we're practicing.)
3. **Complete the end of semester reflection form.** This is helpful for me to redesign the course for next semester.

### **What about Plagiarism?**

*What is Plagiarism?*

When you use another person's work without giving proper credit, you are committing plagiarism. Plagiarism includes presenting a complete piece of writing, written by someone else, as your own. It also covers the uncredited use of another person's words or ideas in something you write. This means that copying someone's words exactly, summarizing their work, or paraphrasing someone's ideas without giving them credit would all be considered plagiarism. More recently, unauthorized use of AI-generated content has become an example of plagiarism. This includes use of AI-generated content, whether in whole or in part, even when paraphrased, without citing the AI (Artificial Intelligence) as the source. CUNY's University Faculty Senate recently passed this policy draft which reads, "Unauthorized use of AI-generated content on assignments or examinations is prohibited unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor."

*What are the consequences of plagiarizing at LaGuardia?*

Plagiarism is considered unethical and is a serious violation of LaGuardia's Academic Integrity Policy. In accordance with the college's policy, the penalty for plagiarized work ranges "from a grade of "F" on a given test, research paper or assignment, to an "F" in the course, or suspension or expulsion from the College." Please refer to the college catalog for a more complete discussion of academic dishonesty. Therefore, you should always provide appropriate citations for all quotations, summaries, paraphrases, or any other material that is acquired from outside sources.

#### **LaGuardia's Declaration of Pluralism:**

Every student in this class, regardless of personal history or identity categories, is a valued member of this group. Your experiences are valuable and important, and you should feel free to share them as they become relevant to our class. No student in this class is ever expected or believed to speak for all members of a group. In this classroom you have the right to determine your own identity. You have the right to be called by whatever name you

wish, and for that name to be pronounced correctly. You have the right to be referred to by whatever pronouns you wish. You have the right to adjust those things at any point in your education. If you find that there are aspects of course instruction, subject matter, or classroom environment that result in barriers to your inclusion, please contact me privately.

**Check out LaGuardia’s Declaration of Pluralism:**

[https://www.laguardia.edu/uploadedfiles/main\\_site/content/academics/departments/mec/doc/student\\_resources/declaration\\_of\\_pluralism.pdf](https://www.laguardia.edu/uploadedfiles/main_site/content/academics/departments/mec/doc/student_resources/declaration_of_pluralism.pdf)

For more resources and information about ENG 102 and LaGuardia please check out the ENG 102 Intro sheet:

<https://shareit.laguardia.edu/aa/english/Shared%20Documents/Intro%20Sheets/Student-Facing%20Intro%20Sheets/ENG102%20Student%20Fall%202022.pdf>

**Resources:**

**The Office of Accessibility:**

Whether you have a physical disability, learning disability, chronic health issue, temporary injury, difficult pregnancy, or other condition, the Office of Accessibility is here for you. We’re focused on helping you transition to college life, providing access to programs and services, and supporting you throughout your college journey — all in a supportive, confidential setting. Come meet with us to discuss your needs and concerns, and feel free to bring a parent or guardian. They’re welcome here, too!

When are they open?

Mondays 9:00-8:00	Tuesdays 9:00-8:00	Wednesdays 9:00-8:00	Thursdays 9:00-8:00	Fridays Closed	Saturdays Closed	Sundays Closed
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**The Writing Center:**

The Writing Center offers (free!) professional writing tutoring online on Zoom and in person in room B-200. Writing tutors are available to meet with you for an hour to help you at any stage of the writing process and with any type of writing. Not sure where to start? No problem! Bring your assignment instructions and a tutor will help you get started. You can also bring notes, a draft, or a finished essay that you want a second pair of eyes on during your editing stage. Writing tutors are there to help you move to the next step in your writing process. They are awesome! Check out their website for more information about how to make an appointment:

<https://www.laguardia.edu/writingcenter/>

When are they open?

Mondays 9:00-9:00	Tuesdays 9:00-9:00	Wednesdays 9:00-9:00	Thursdays 9:00-9:00	Fridays 9:00-9:00	Saturdays 9:00-3:15	Sundays Closed
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### The Wellness Center:

The Wellness Center provides counseling and wellness services that support and assist you in your intellectual, emotional, psychological, and social development while coping with the challenges of college and life stressors. They offer free and confidential counseling in a safe environment.

When are they open?

Mondays 9:00-6:00	Tuesdays 9:00-6:00	Wednesdays 9:00-6:00	Thursdays 9:00-7:00	Fridays 9:00-5:00	Saturdays Closed	Sundays Closed
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Their intake form is quick and online. Deciding to begin counseling can be overwhelming for some people; if you want support during this process and don't want to do it alone, let me know and I will walk you over to their office.

<https://www.laguardia.edu/students/the-wellness-center/>

### The Library:

The Library is our homebase for resources at LaGuardia. You can gain (free!) access to academic journals, books, subscription magazines and newspapers, our archives, printing, computers, study space, our expert librarians, and more! Check out their website for more information:

<https://library.laguardia.edu/>

**Extra Credit:** If you read this far, congratulations- you have unlocked an extra credit opportunity. Take a few minutes and annotate our syllabus by highlighting a section and writing a comment on the side. Make sure to make at least 1 comment and include your name so you can receive credit.

Ideas for types of comments to make:

- Ask a question
- Describe a reaction
- Make a suggestion

Schedule is subject to change:



## Main Quest #1: Agatha Christie's Keep

### Week 1: Intro to the Class

Monday <b>March 4<sup>th</sup></b>	Syllabus review/ summary game Intro to Essay #1
Wednesday <b>March 6<sup>th</sup></b>	Close Reading <b>Before Class Read: Agatha Christie's <i>The Mousetrap</i> Act 1 Scene 1</b> <b>Due: Checkpoint #1</b>

### Week 2: Organizing Ideas

Monday <b>March 11<sup>th</sup></b>	Topic Sentences and Thesis Statements <b>Before Class Read: Agatha Christie's <i>The Mousetrap</i> Act 1 Scene 2</b>
Wednesday <b>March 13<sup>th</sup></b>	Organizing and Matching Evidence <b>Due: Checkpoint #2</b>

### Week 3: Integrating Evidence

Monday <b>March 18<sup>th</sup></b>	Integrating Quotes and the Zoom in Technique <b>Before Class Read: Agatha Christie's <i>The Mousetrap</i> Act 2</b>
Wednesday <b>March 20<sup>th</sup></b>	Main Quest #1 Review Read in class: <i>The Mousetrap</i> Ending - <b>The real ending!</b> <b>Due at midnight:</b> <b>Main Quest #1: Agatha Christie's Keep</b>



## Main Quest #2 Archetype Cove:

Week 4: Introduction to Elements of Genre

Monday <b>March 25<sup>th</sup></b>	Elements of Genre <b>Due Before class: Creative Writing #1: Alternate Ending to the Mousetrap</b> Share Alternate Endings to The Mousetrap Introduction to Genre: Horror Trope in Class Activity
Wednesday <b>March 27<sup>th</sup></b>	Tropes Read in Class: Neil Gaiman's "Instructions"

The rest of the schedule is a work in progress I'll have it finished and available by Week 2.