**LaGuardia Community College**

**Department of English**

**ENG102. 0835**

**Composition II: Writing Through Literature**

**3 credits; 3 hours**

**SYLLABUS**

**1. Instructor information**

Name: Mr. Edwin Martinez

Phone:

Office: MB14 – D Room

Office hours: Tuesdays, 11:30am-12:30pm

Email: edwin.martinezlopez89@lagcc.cuny.edu

**2. Modality/Mode of instruction/Rules**

In person teaching/Blackboard work.

Every student has a voice.

No cell phones!

Take notes.

Please arrive on time!

Respect each other and each student’s opinion.

Respect the readings and their point of view.

THINK! WRITE! THINK!

**Class Environment**

I want everyone to have a positive active experience in this class. Be respectful of each other’s differences, the readings with controversial topics, and help me foster a class environment where everyone feels empowered to learn. If something in this class makes you uncomfortable, please let me know. I will do my best to remedy the situation.

As an educator, I welcome each of you - and that you feel comfortable. We will discuss difficult topics this semester, and this rigorous intellectual inquiry often involves passionately disagreeing with views expressed in our assigned readings and/or by classmates. That disagreement is valued and important, and it must always be respectful. LaGuardia Community College is strongly committed to ensuring that all students feel supported and respected in all our classes.

Students are welcome to speak to me one on one with confidentiality about any uncertainties or concerns during my office hours. Please see the top portion of this document.

**3. Course Descriptions**

***Writing matters because your idea will challenge another’s idea and others will be in accordance with your idea – thus creating a conversation.***

**Course Description from 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.

**The Pathways SLOs**

A course in this area 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.

**Generative AI**

**I absolutely do not support the use** of advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course. Each student is expected to complete each assignment without substantive assistance from automated tools.

**Required Texts**

Weekly readings will be provided via booklet and handouts. The course theme is Relationships (family, father/son, lovers).

As we read each reading, you will understand particular relationships and how characters handle their relationships and their psychology, societal, or behavioral motivations.

**Course Performance Objectives**

**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.

2. 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).

3. Interpret and write critically about poetry, drama, and fiction while applying techniques of literary criticism including the close reading of literary texts.

4. Identify and evaluate forms of literary analysis, such as biographical context, historical context, and critical theory.

5. 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.

6. Support well-reasoned arguments with evidence and communicate persuasively over a variety of contexts, purposes, audiences, and mediums.

7. 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.

8. Write in class to strengthen writing skills and strategies.

**Attendance Policy**

**English Department’s attendance policy.**

**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**

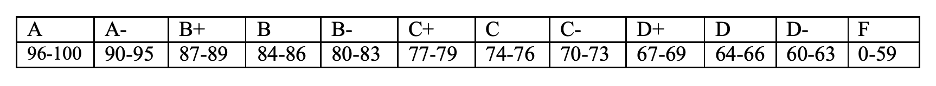
**Students missing less than two weeks’ worth of class time will not be penalized for those absences. However, student engagement, which is part of the overall course grade, relies on in-class activities such as low-stakes writing assignments, peer review, and in-class high stakes essays. Some of these 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 online-asynchronous courses, your instructor's syllabus will explain how attendance will be counted.**

**Clear revision policy**

Each student will write 1 draft and then submit the final draft for **each essay** within deadline dates. You must participate in peer reviews to better grasp the experience of receiving feedback from other students.

**Descriptions of major assignments and grading policy**

* Low-stakes writing and engagement activities 20%

-Citing sources exercises.

**Students will be citing each reading source to develop routine in capturing the source information (author, title, pages, publication date, publisher) in class thru quoting and paraphrasing.**

-Topic proposals

**By assigning students the choice of research questions, it affords them autonomy in their papers and critically thinking of their goals for the papers.**

-Journals (responses/reactions to readings and class discussions)

**Each week, students write a response to the readings. This keeps their fluidity of ideas circulating and exercising their writing skills constantly as I guide them with my feedback.**

**Journal Entries/Weekly Responses:**

WEEKLY RESPONSES/LOW STAKES ACTIVITIES: Every week, you are to respond to one of the assigned readings. That response can be a paragraph summing up the most significant themes and ideas in the text and reflecting on the readings. There will be a prompt for you to respond to.

Journal Entries:

Journal entries will be completed online via Blackboard. All of the journal entries will be linked from the Blackboard “Content” page. There will be between 1-10 journal entries worth ten points each, for a total of 100 points.

Possible 9 points, + 1 point for handing in the journals = 10 points

* Essay #1 Literary Analysis Essay 25%
* Essay #2 Inquiry and Problem-Solving Research Essay 30 %
* Essay #3 – Final in-class essay 25%

**Absolutely no EXTRA CREDIT WORK!**

**Submission guidelines for work**

Students will submit their essays on Blackboard and one hard copy to me, and student will write Essay #3 in class.

**Policy on late or missed work**

**If your classwork is late, you have until the end of that week to submit the assignments. After that, I will not accept the late assignment.**

**If you speak to me prior to your assignments or essays being late or you are absent, I can be flexible.**

**If your essay is late without notice– you will lose one letter grade for the first week and 1 point for every class that is late after that.**

**Dropping the Course**

If you believe you need a withdrawal, the college’s withdrawal period is (Monday, September 25th – Monday, December 11th).

**Distinguishable Between WU and F Grades**

**A grade of "WU"** is assigned to students who attended a minimum of one class, did not officially withdraw, stopped attending at any time before final exam week, and did not contact you. The “WU” grade is an unofficial withdrawal grade and is for students who have “disappeared” for a significant amount of time before the semester ends. Please use your judgment in deciding how to define a “significant amount of time.”

**A grade of F** is for a student who completed the course but failed the work assigned in the course. It is an earned grade. An F is for students who have (1) failed the assigned work either because of the quality of the work or because they have not submitted some of the work; and (2) attended class to more or less the end of the semester. For example, a failing student who misses the final exam and/or the last few class meetings should get an F (not a WU).

**INCOMPLETES**

The official policy of the English Department is that incompletes may not be given in ENG 101 or ENA 101. In almost all cases, students should receive a regular A-F (or WU) grade in the course. However, in extreme circumstances, an INC can be offered in ENG/A 101 upon consultation with the Chair, Deputy Chair, and/or WPAs.

Incompletes may be given in ENG 102, ENG259, ENG 103 and literature courses under the following conditions:

1. The student requests an Incomplete. Do not unilaterally give “INC” to students who disappear at the end of the semester.

2. The student is missing only one, or at the most, two assignments.

3. The student has at least a C average on all other work completed.

4. The student has complied with the attendance policy.

5. The student presents you with documentation (upon request) explaining the reason they are unable to complete the assignment before the end of the semester.

When a student requests an Incomplete and you agree to assign it, be certain that you and the student fill out a Request for Incomplete form available from the office staff.

You will need to be available to grade the missing student work upon submission of that work. Therefore, by giving a student an INC, you are taking responsibility for making yourself available to the Department AND undertaking any work related to the INC within a reasonable time frame.

**Repeating Courses for Improved Grades**

**NON-PUNITIVE GRADES**

The WU, WD, W, WN are not academically punitive grades. In other words, these grades do not impact the student’s GPA.

**REPEAT POLICY**

Please note: there is also an advising statement in the catalog with important

things to consider when deciding whether repeating a course is the right

choice for a student. You can see the full statement here to “Repeat Course Policy” (scroll down on the page).

Beginning in the Fall 2022 semester, students can repeat a course in which a passing grade was earned one time.

Dropping a course or withdrawing from a course (W/WU/WN grade) is not counted as a repeat in this policy.

Students who have used this policy prior to Fall 2022 can start with a clean slate.

All grade attempts which result in a grade other than W/WU/WN will be counted toward the total limit for repeatable credits.

Students may repeat no more than 3 courses.

Additionally, if a student withdraws from all courses during a semester, those courses are not included in this limit.

Students who are reentering the college under the Academic Forgiveness policy can request an individual review.

Any exemptions must be reviewed and approved by an Academic Affairs Dean in consultation with the academic department.

Credit can be earned only once, however all attempts will remain on the transcript as part of the student’s official record.

The grade point average will include the highest grade earned. If the initial attempt at a course results in a grade of F, CUNY’s F grade policy below will apply.

**Replacing an F grade (CUNY POLICY)**

**A grade of “F”** is a failure grade given to a student who completed the course and failed. The grade can also be assigned if the student has completed a majority of the course and documentation of failing course work is available.

At LaGuardia and other CUNY schools, any student who earns an academic grade of F, or an administrative failing grade (WU OR FIN), and subsequently retakes the course and receives a grade of C or better, will no longer have that F, WU, or FIN grade computed into the Grade Point Average subject to the following provisions:

This policy was effective as of Fall 1990

The failing grade must have been earned after Sept. 1, 1984

The maximum number of failing credits that can be deleted from the GPA shall be limited to a total of 16 throughout CUNY

The F, WU, or FIN grade will remain on the transcript, but will not be calculated in the GPA

For the student who earns a grade of C or better in a course taken at LaGuardia, the original failing grade must have also been earned at LaGuardia

Partial deletions in the calculation of the cumulative GPA are prohibited.

**Resources**

**Mental Health and Wellness**

Many students find balancing their academic, personal and professional lives quite challenging, and in some instances, overwhelming. If you or a peer experience this, mental health and wellness services are here to help. Email WellnessCenter@lagcc.cuny.edu or use the English [forms.office.com] or Spanish [forms.office.com] in-take form, and you will be contacted by a Counselor (you can also call 718-482-5471 or visit C-249). Peer-to-peer support is also available via the Women’s Center (MB-08, 718-482-5188 or womencenter@lagcc.cuny.edu), or our Multicultural Exchange Programs.

**LaGuardia Community College’s Writing Center**

[Writing Center – LaGuardia Community College](https://www.laguardia.edu/writingcenter/)

**LaGuardia Community College’s Office of Accessibility**

[Office of Accessibility – LaGuardia Community College](https://www.laguardia.edu/students/office-of-accessibility/)

**LaGuardia Community College’s Declaration of Pluralism**

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

**Laguardia Community College’s Plagiarism Statement**

[CUNY Policy on Academic Integrity (laguardia.edu)](https://www.laguardia.edu/uploadedfiles/main_site/content/faculty_staff/docs/academicintegritypolicy.pdf)