Hunter College • English 220 • Spring 2022
Writing About Literature

Tuesday, Friday 1:00 p.m. to 2:15 p.m. Room: North Building C107

Instructor: Matthew Knip matthewknip@gmail.com
Office Hours: By appointment in person, after class, or online.

Course Description & Learning Objectives

With an emphasis on writing and close reading, 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 awareness that literature is part of a larger ongoing cultural, social, and historical dialogue that informs, influences, and inspires our experience.

As important, English 220 introduces students to discipline specific academic writing, with an emphasis on thesis driven analytical and interpretive essays, including a substantial research paper. While each academic discipline has its own writing and research requirements, style, and conventions, 220 students will gain an understanding of the basic components of academic writing: thesis creation and development, argumentation, analytical reasoning, evidence, and the engagement of both primary and secondary sources. Students will be able to use the academic writing skills learned in this class across disciplines, adapting them to the specific field of study they pursue.

By the end of the semester, students should be able to:

1. Write a thesis-driven comparative essay (4-5 pages) on the genres of drama, poetry or literature that incorporates evidence from the literary texts and demonstrate close reading skills.

2. Write an analytical paper 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.

turnitin.Com

All students must create a user profile at www.turnitin.com. The Class ID for this course is 35731311 and the enrollment key is "Literature." (Note: the period is inside the quote for grammatical correctness. It is not part of the enrollment key.) Turnitin.com allows me to e-mail all registered students and I use that option for instructions, information regarding papers and exams, suggestions, things I forget to say in class, etc. It is important that all students keep email addresses current and check email regularly. Turnitin.com also checks all papers for plagiarism—see more below.

Attendance/Tardiness

To do well in this class, you must come to class. Students are expected to be present for the beginning of class each day. There will be routine quizzes during the first ten minutes of class, and these cannot be made up. A significant amount of learning in the humanities happens in the classroom, as we engage with ideas and texts, while thinking collectively and in

conversation. For this reason, attendance is vitally important. You may miss two class sessions without any questions asked. More than that and your citizenship grade will start to decline. Because this semester poses some serious health and safety concerns, however, if you experience difficulties, please let me know so that I can offer flexibility and accommodation. I want every student to enjoy and succeed in this class.

Class citizenship
Class citizenship, a concept I borrow from John McMahon at SUNY Plattsburgh, entails more than just showing up, it also means participating. Doing the reading is certainly part of your classroom citizenship, but participation can take different forms: asking questions about unclear concepts; raising ideas the class or the author may have overlooked; respectfully sharing opinions; volunteering to read passages aloud; meeting with me to discuss ideas, concepts, and your work; contributing to class discussions in large and small groups without monopolizing conversations; paying attention to me and to your classmates; and taking risks when there are questions asked that have no clear answers. Participation does not only mean talking—it also means working to be aware of the space you inhabit and how you can best contribute to an atmosphere of supportive learning. Engaging with your peers when you are working/talking in small groups is part of class citizenship. Speaking in class can be challenging. We will have a number of different kinds of discussions to encourage participation, and you should use the discussion questions as a way of preparing ideas to bring to our class sessions. Class citizenship also means being receptive to and interested in others' perspectives, respectful of experiences different from your own, and open to having others disagree with you. In COVID times, class citizenship means keeping your mask on and properly fitted over nose and mouth. Last, class citizenship means being respectful of my time. When you miss class, it is your responsibility to keep up with the course work by networking with your fellow students. Please don't email me to ask what you missed.

Required Work
- reading as indicated
- regular timely attendance and participation in class discussion (15% of final grade)
- quizzes and in-class writing assignments (20% of final grade)
- formal writing assignments/essays (60%)
- completion of the end of semester teacher evaluation

Students are expected to come to each class having read and digested the assigned material, ready to discuss it. There will be routine quizzes, during the first ten minutes of class, which may not be made up. If you miss class, do not write to me asking what you missed, or how it can be made up—establish contacts with other students in the class. Writing assignments are due on the day indicated; no late work will be accepted. Paper guidelines will be given for the writing assignments, which must be typed and formatted in MLA style. The reading list is subject to change as we move through the semester.

Required Texts
- William Shakespeare, *Twelfth Night* (Folger Shakespeare Library) ASIN B002B7ACDK
- Herman Melville, *Moby-Dick; or, The Whale* (Norton Critical Editions) ISBN 978-0393285000

Other Course Materials
Readings marked (B-252) or (B-220) are on my blog: http://matthewknip.blogspot.com/ on the right column under the heading 252 or 220 "Links & Documents." The blog password is "course readings"—if you are redirected to "BLOGSbyHEATHER," you've either entered the password incorrectly, taken too much time to enter the password, or you are experiencing a browser compatibility issue.

Deadlines
This course is reading and writing intensive. It is necessary for your participation in class and for your progress through the course that you complete the assigned reading and writing on time. Late papers will not be accepted. No incomplete grades will be given for this course.

Computers, cell phones, and food

Computers and cell phones should be turned off during class.[1] Please be considerate of those seated around you and refrain from eating in class.

Hunter College Reading/Writing Center
Students are encouraged to make use of the Hunter College Reading/Writing Center. Resources there include weekly tutoring for individuals who find writing difficult. They can also help with writing/paper assignments on a drop-in basis. If you want an individual tutor, however, it is vital that you go to the writing center very early in the semester (first week or so)—space is limited and these opportunities end after about the first week. The Reading/Writing Center is a resource of great value. If you think you need help with your writing, don't miss the opportunity to take advantage of the Writing Center's free help.

Academic Integrity
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.

The Student Services' Office of AccessABILITY
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 AccessABILITY located in Room E1124 to secure necessary academic accommodations. For further information and assistance please call (212- 772- 4857)/TTY (212- 650- 3230).

<u>Schedule of Readings</u>

Fri 8/26	Welcome, introductions, and syllabus review
Tues 8/30	no classes
Wed 8/31	registration period closes
Fri 9/2	no classes
	1. William Shakespeare, "Twelfth Night"
Tues 9/6	Shakespeare, *Twelfth Night*: Read introductory material pp. xiii *Twelfth Night, or, What You Will* - p. xliii *Shakespeare's Theater*
Fri 9/9	*Twelfth Night*, Act 1
Tues 9/13	*Twelfth Night*, Act 2
Fri 9/16	*Twelfth Night*, Act 3
Tues 9/20	*Twelfth Night*, Act 4
Fri 9/23	*Twelfth Night*, Act 5

[1] Studies have shown that open laptops and/or cell phones lead inevitably to texting, web surfing, and email answering—distractions that impair learning. Studies have also shown that this distracts not just the user of the device, but others seated nearby and impairs their learning as well. Furthermore, studies have shown that retention is diminished when we read from electronic devices, and that taking notes on paper facilitates learning in ways that electronic media do not. Finally, I find it personally distracting when students are engaged with electronic devices when they should have eyes on me and on their classmates and be actively engaged in a class discussion. All electronic devices are therefore to be turned off and stored during class time.

Tues 9/27	no classes
Wed 9/28	**first writing project due**, uploaded to turnitin.com by midnight; paper copy due in class on Friday.
	2. Herman Melville, *Moby-Dick*—introducing text and author, or "foreplay"
Fri 9/30	• "Melville: From His Time to Ours" and "Childhood and Youth" from Andrew Delbanco, *Melville His World and Work* (B-252)
Tues 10/4	no classes
Fri 10/7	• "Going Native" and "Hunting the Whale" from Delbanco (B-252)
	3. book: word, death, art, love*
Tues 10/11	"How to read a novel"—http://www.dartmouth.edu/~russ32/howto.html *Moby-Dick; or, the Whale* • "Eymology, "Extracts," and Chapter 1 "Loomings"
Fri 10/14	• Chapters 2-12
Tues 10/18	• Chapters 13-25
Fri 10/21	• Chapters 26-40
	4. the whale: color, story, picture, dish
Tues 10/25	• Chapters 41-54
Fri 10/28	• Chapters 55-66
	5. the body: skin, brain, mind, breath
Tues 11/1	• Chapters 67-75
Fri 11/4	• Chapters 76-86
	6. the ocean: death, life, world
Tues 11/8	• Chapters 87-94
Fir 11/11	• Chapters 95-111
	7. the tragedy
Tues 11/15	• Chapters 112-131
Fri 11/18	• Chapters 132-Epilogue
Sun 11/20	**second writing project due**, uploaded to turnitin.com by midnight; paper copy due in class on Tuesday
	3. Short fiction (to be announced)
Tues 11/22 - Fri 12/13	

* Special thanks to Jennifer Greiman, from whose syllabus I borrowed organization and titles / section headings.