English 111 – Literature & Composition
Hostos Community College, CUNY
Meeting times: XXXX
Meeting location: XXXX (list classroom for face-to-face courses or digital platform for online courses)
Semester: XXXX
Instructor: XXXX
Office: XXXX
Office hours: XXXX
Phone: XXXX
Email: XXXX

A Note for Instructors
Highlighted info can be modified. It is information for faculty, and it should not appear on the syllabus you distribute to students.

This document has been formatted to be accessible for students who use screen readers following principles established by Universal Design for Instruction. Accessible documents have the dual function of being easier for everyone to read and follow, so when you modify what’s written below, please be sure to retain the “headings” to keep the hierarchy of information consistent. Websites are included as hyperlinks rather than written out as URLs. More information about creating accessible Word documents can be found by following the School of Professional Studies’ thorough instructions. Information about creating accessible PDFs from Word Documents, accessible Blackboard design, and more can be found on the SPS website as well.

Prerequisite
This section should not be modified at all.
Successful completion of ENG 110 or equivalent

Course Description
This section should not be modified at all.
English 111, the second semester of freshman composition and a foundational writing course, introduces students to techniques for close reading of literary texts. This course develops students’ critical thinking skills through the study of literary elements such as plot, character, setting, point of view, symbolism, and irony. Additionally, students will learn the Modern Language Association (MLA) system of parenthetical citation and how to incorporate quotations into their analysis of literary texts; they will also complete a research assignment by consulting both print and online sources. Students will be able to interpret and write critically about each of the three major genres: fiction, poetry, and drama. (Please note that it is common practice for faculty to teach a film in lieu of a play.)
A Note on Course Sequence – English 110 and English 111

English 110 and English 111 make up the Writing Composition sequence at Hostos Community College. English 110, “Expository Writing,” teaches students to “respond critically, in writing, to a variety of texts integrating their own ideas with those presented in the readings.” In English 111, students will apply these critical skills to works of literature in the form of literary analysis and close reading. Students will continue to develop their summarizing, paraphrasing, quoting, citation, and critical thinking skills.

Course Text(s) and Material(s)

List here along with price and link to Hostos bookstore or other booksellers. Note any technological requirements such as access to Blackboard or a device for reading digital documents. (Instructors should note that we have developed an Open Educational Resource (OER) course that uses free, online OER materials for English 111 that you are invited to use. That syllabus, which also includes the information below, is available on the Hostos English Commons website [add link]. For those teaching asynchronously, please note that we have a pre-fabricated Blackboard course shell available that includes these OER texts.)

Asynchronous Statement (for online classes only)

This statement should only be here if your class is online AND asynchronous (it does not require students to meet at the same time and place over the internet). If your course is online and synchronous (requires joint meeting online at a specific time), or if it is in-person (takes place on campus), this statement does not apply and should be removed.

Please note that this course has been designated as an Asynchronous course. This means that instead of meeting in a face-to-face classroom (or virtually online at a specific time), all of our coursework takes place in the online environment of Blackboard.

Student Learning Objectives

This section should not be modified at all.

In this course the students will become familiar with three of the major genres of literature (fiction, poetry, and drama) and read and write critically about one or more of these forms. By the end of this course, they are expected to:

1. Identify literary elements such as plot, character, point of view, setting, imagery, irony, tone, and symbols when analyzing stories, poems, and play;
2. Interpret a literary text and support that interpretation with evidence gained from close reading;
3. Write clearly and coherently in varied academic formats;
4. Synthesize ideas from disparate authors and texts;
5. Analyze literary texts and evaluate critical interpretations;
6. Write at least twelve pages (approximately 3000 words) of analytical writing, such as close reading, literary analysis, and/or literary interpretation;
7. Demonstrate research skills such as asking fruitful research questions, evaluating the credibility of sources, using keyword searches in academic databases, and citing sources ethically.
*Instructors can determine how to appropriate research components for their own classes. For examples of the wide variety of research-skill assignments, please contact the course managers.

American With Disabilities Act Statement

This section should not be modified.

As required by the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, reasonable accommodations are provided to ensure equal opportunity for students with verified disabilities. If you have a disability that requires accommodations, contact the Accessibility Resource Center (Building D, room 101P) at (718) 518-4454 (Voice/TTY).

If you are already registered with the ARC and have a letter from them verifying that you are a qualified student with a disability, please present the letter to the instructor as soon as possible. The instructor will work with you and the ARC to plan and implement appropriate accommodations.

Writing Requirements

The following can be modified according to personal preferences.

All work must be typed, double-spaced, with a font size of 12; margins should be 1-inch. The student’s name, instructor’s name, course title, and due date should be at the top of the first page. Late work will be downgraded one full letter grade per class day.

Use Purdue University’s website for writing, grammar, and MLA citation guidelines.

Grading

The specific weight of each type of assignment must be included on the syllabus, as shown below. Please note that the English Department places heavy weight on the importance of feedback, comments, and revision in helping students develop their writing skills. Please note:

- Writing assignments in English 111 should largely consist of essays in which students demonstrate “critical thinking skills” through literary analysis. Essays should require that students perform close readings of literary texts.
- By the end of the semester, students should have written approximately 12 pages (double spaced, 12 pt. font) of formal writing. Instructors typically assign 3-4 essays, one of which includes some sort of demonstration of a research skill.
- In a face-to-face class, at least one of the formal writing assignments must consist of non-revised in-class writing, not including the final exam.

Students must perform all work adequately and in a timely manner in order to receive a passing grade. Each student will be given equal consideration regardless of need, personal situation, GPA, program requirements, etc. Final grades are A, A-, B+, B, B-, C+, C, D, F, WU, INC. Further information about assessment policies and grades at Hostos is available on the college website.
• Essays: 60%-70%
• Informal writing, quizzes, and other assignments: 10%-20%
• Final Exam: 10-20%

Deadline to withdraw from course: XX/XX/XX

A General Note about Grades at CUNY:
• The “WU” grade: According to CUNY policy, a “WU” is “to be assigned to students who participated in an academically related activity at least once, completely stopped participating in academically related activities any time before the culminating academic experience of the course, i.e. final exam, final paper, etc., and did not officially withdraw.”
• “F” versus “WU” grades: According to the CUNY policy, “A WU grade should never be given in place of an ‘F’ grade. The ‘F’ grade is an earned grade based on poor performance and the student not meeting the learning objectives/outcomes of the course throughout the entire academic term/session. If the student has participated in an academically related activity at least once or if there is documented evidence of the student’s participation in a course, and he/she has ceased participating in the course, at the end of the term, the unofficial withdrawal grade reported must be a ‘WU.’ When a student does not officially withdraw from a course and fails to complete the course requirements, the instructor assigns the ‘WU’ grade on the final grade roster.”
• The “D” grade: A student that earns a “D” grade is entitled to receive a “D.” Our departmental research indicates that students who receive “WU” and “F” grades in composition courses have a 5% chance of graduating whereas those who receive “D” grades have much better outcomes.

Late Work Policy
It is advisable to include a late-work policy here such as:
Late work will be downgraded one full letter grade per class day. The student should communicate with the professor to develop a schedule for submission of late work.

Participation
Instructors should clarify their expectations about participation in accordance with the Hostos Participation policy and be explicit about how “participation” is assessed (sample given). As a member and participant in an active learning community, you are responsible for sharing observations pertaining to our course work. Active participation may include asking questions relevant to our readings, offering personal analysis or opinion, reading aloud excerpts from materials, or discussing course content in a remote medium, such as the Blackboard discussion board.

A note for instructors about “participation” at CUNY:
“Verification of Enrollment” (VOE) occurs around the fourth week of classes. The college requires that you document which students have participated in “academically related activities.” What does this mean? According to CUNY policy:

- In a course that meets face-to-face: “Academically related activities include . . . physically attending a class where there is opportunity for direct interaction between the instructor or students” and “submitting an academic assignment.”
- In an asynchronous course, “academically related activities” include “engaging in an online academically related activity, or initiating contact with the instructor to ask a question about the academic subject studied in the course or ask a course-related question.”
- The English Department requires that, at the end of the semester, you turn in an attendance record (for face-to-face and synchronous courses) along with a copy of the gradebook to help in case of student complaints.

Academic Integrity
The following can be modified in accordance with college policies on the academic integrity website, but a statement concerning penalties for academic dishonesty should be included in the syllabus. You are responsible for understanding and following the Hostos College policies on academic integrity, including cheating and plagiarism.

College Resources
Hostos Writing Center
The Hostos Academic Learning Center offers students one-on-one and small-group tutoring as well as in-center workshops and online writing resources. In order to maximize your potential in this course, frequent visits to the Writing Center (located within HALC) are encouraged.

- Writing Center Website
- Office: C596
- (718) 518-6678

Carlos E. González Counseling Center
Personal issues may impact academic performance. The Counseling Center provides on-going personal and academic counseling on an individual and group basis. Counseling is provided in a private and supportive environment in which students may focus on academic and career issues, family problems, personal development concerns and other matters of importance to them.

- Counseling Center Website
- Office: C330
- (718) 518-4319
- infocounseling@hostos.cuny.edu
Hostos One Stop Center
One Stop offers supportive services to ensure that you have a successful college experience and are able to complete your degree.

Our One Stop Center provides FREE referrals to services that can help address the needs of Hostos students so that they can remain in school and succeed academically.

Located in the Savoy Building (1st floor intake), and organized by Madeline Cruz, the Center offers the following free benefits screenings: food stamps, Medicaid, housing, public assistance, social security, disability SSI, school lunch, transportation, mental health care, domestic violence services, foster-care placement, food vouchers, debt solution, credit report, financial planning, maintaining small business, free tax preparation, legal advice and much more.

Walk-ins are accepted. Appointments can be scheduled by calling our One Stop Center at (718) 319-7981.

- One Stop Center
- Savoy 1st Floor
- (718) 319-7981
- Madeline Cruz, mcruz@hostos.cuny.edu

Accessibility Resource Center
The Accessibility Resource Center provides essential support for students who have documented disabilities. Students using ARC graduate at higher rates, have higher GPAs than the average Hostos student, and get help with job placement. Their website reminds us that “Prior documentation such as an Individualized Education Program (IEP) or a history of receiving accommodations from a former school may also be considered when registering for services. If you cannot provide documentation for your disability you are not necessarily excluded from ARC services.”

- ARC Website
- Office: 120 Walton Ave., D101P
- (718) 518-4454 (Voice/TTY)
- arc@hostos.cuny.edu

Schedule of Classes
Include either a weekly or daily schedule in your syllabus. (This convenient syllabus-date website here can help with organizing the schedule in advance.) Assigned reading and writing assignment deadlines, especially for the major essays and drafts, should be specified. A prefabricated version of English 111 is available, along with a prefabricated Blackboard course site, for instructors who are interested. Please contact the course managers for access and further information.
It is advisable to include a statement that reminds students that the syllabus is subject to change during the semester (sample given):

This syllabus is a guide or working document for both instructor and student, but it may warrant review and revision by the instructor, according to the topics and issues that are raised in class.

Week 1: Introduction

Dates

Week 2: XXX

Dates

Week 3: XXX

Dates

Week 4: XXX

Dates

Week 5: XXX

Dates

Week 6: XXX

Dates

Week 7: XXX

Dates

Week 8: XXX

Dates

Week 9: XXX

Dates

Week 11: XXX

Dates

Week 12: XXX

Dates

Week 13: XXX

Dates
Week 14: XXX
**Dates**

Week 15: XXX
**Dates**

Week 16: XXX
**Dates**

**FINAL EXAM: TBA**
Details about the final exam will be available later in the semester