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Queens College

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2021

### English 162W: Writing about Literature and Place

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Contact: [AcademicWorks@cuny.edu](mailto:AcademicWorks@cuny.edu)

**Instructor: Farrah J Goff | Farrah.Goff@qc.cuny.edu**

**Location: Online**

**Class Hours: Mondays and Wednesdays 1:00pm-3:00pm**

**Office Hours: Wednesdays 4:00 p.m. – 5:00 p.m. & by appointment | Online in Google Hangout**

*One need not be a chamber to be haunted*  
—Emily Dickinson

*MANY READERS ARE GHOSTS / OBSESSED WITH OUR BODIES*  
—Lucas de Lima

*I know if I'm haunting you you must be haunting me*  
—Beyoncé

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## COURSE DESCRIPTION

*Haunted spaces are occupied spaces, inhabited by some force or trace of the past. In this course we will explore the various ways in which authors have employed hauntings to understand our relation to place and to the past, to issues of time, memory, knowledge, culture, history, and mortality. How do ghosts function both as objects to fear and as historical subjects with ethical and political potential? Why does literature insist on keeping the dead (and the Gothic) alive? In focusing our course on haunted spaces we will consider the text itself as a haunted site, asking questions about how and why we read, and what happens when we do. Both real and phantasmatic, texts hover between life and death, operating as conduits through which authors communicate, through which characters and events appear, again and again and again. We believe in ghosts.*

English 162 is a course for non-English majors that uses literature to deepen the understanding of the rich, complex, and varied engagement between human beings and the places they inhabit and imagine. We will examine how places, with their history, traditions, myths, customs, tensions, social structures, and physical form interact with people's daily lives. In this course, we will read texts from various literary genres--novels, short stories, essays, memoir, poetry, and drama--to think about the myriad functions of place in a rich, complex, and varied engagement between human beings and the places they inhabit and imagine. Throughout the semester students will develop their skills of literary analysis, building arguments, and making connections among various texts, and communicating ideas effectively. Students will have the opportunity to practice and share these developing skills by participating in our class discussions, informal writing responses to readings online and in class, as well as in a formal academic essay, a midterm and final.

This is a general education course that satisfies the Literature requirement for the Queens Core under the CUNY General Education structure called Pathways. The course also satisfies the Reading Literature requirement under the Perspectives curriculum that was in effect at Queens before CUNY introduced Pathways. This course is a Writing Intensive (W) course and fulfills

one Writing Intensive requirement. W classes include a significant portion of time devoted to writing instruction. This may include things such as revision workshops, discussions of rhetorical strategies, or reflective writing about writing assignments.

### LEARNING OBJECTIVES

In learning to compose academic arguments over the duration of this course, students will:

1. Develop close reading skills to interpret literary texts across different genres;
2. Develop familiarity with the various functions that place serves in a text to contribute to its shape and meaning-making;
3. Use both informal and formal writing as methods of discovering one's own ideas;
4. Practice expressing and sharing and one's own ideas verbally and in writing and relating those ideas to the ideas of others;
5. Experience and reflect on the ways in which literature about familiar and unfamiliar places can change one's ideas/perspective/understanding of oneself, others, and the world.

### REQUIRED COURSE TEXTS

The syllabus, course description, requirements, essay readings, assignments, and links to resources are available on our Google Classroom.

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## **COURSE POLICIES**

### STUDENT EXPECTATIONS

To receive a passing grade (D or above) in this course, students must at minimum:

- Attend and participate in classes/online discussions.
- Prepare reading and writing exercises as assigned.
- Submit all of your writing assignments via our Google Classroom site by stated deadlines.
- Attend one mandatory 15 minute video session with me during the course of the semester.

### Participation

Although English 162W is first and foremost a writing course, your participation will be measured via the participation in the synchronous sessions and the writing completed for online

assignments. Only through thoughtfully engaging in synchronous discussions and continuously producing a significant quantity of writing will you improve the quality of your writing. Your completion of such work not only advances your own learning but also contributes to a productive learning environment in the classroom. In other words, the writing work you do will form the basis for the discussions and group work that comprise every class.

Your participation grade will be based on the following:

1. Your contribution to the discussion boards on Google Classroom. My expectations for the Google Classroom are as follows:
  - a. **Each week, there will be two discussion prompts.** Everyone should be participating in the discussion. You must post at least 2 times to get credit for your discussion participation.
  - b. You should work to be responding to the prompt and to the other classmates. Ask questions, answer questions, post reactions, thoughts.
  - c. **All posts must be respectful and appropriate but they need not be formal.** As we are in an online format, let's utilize the technology for us. Gifs, memes, emojis, bitmojis, are all welcome here so long as they are appropriate, respectful, and contributing to the class discussion.
  - d. Please bear in mind that simply posting an "I agree" or a singular image does not count for one of your two posts. Your posts **MUST** further the discussion or conversation in some way. If you are posting a bitmoji or meme or reaction, say something about it or ask a question.
2. Your participation in the Google Meet sessions. There will be TWO Google Meet sessions per week. **To participate fully in our videoconferences**, you need to be present and participating whether through the chat bar or through the video/microphone function.
3. You are required to participate in ONE private Google Meet session with me throughout the course of the semester.

### Technology Requirements

All of our technology will be available through the QC Google Platforms.

- **Google Classroom:** For this course, you will need to set up and use a QC Gdrive account, which you access using your QC login.
- **Google Meet:** Our class will meet synchronously on Google Meet, the link will be available 15 minutes before the start of class.
- **Google Hangouts:** Our class will have its own unique Google Hangout Group Chat, which will allow us to have brief discussions similar to texting. It's a great way to pose a quick question.
- **Email:** Check your email daily for updates about the course and from the college.

If you do not have access to technology please let me know as soon as possible. To find out more about getting a device: <https://www.provost.qc.cuny.edu/students/devices>

## Contacting Me

It's okay to ask questions! I am available **Monday – Friday 10:00 a.m.–6:00 p.m.** to meet with you virtually and answer your questions. I usually respond to **emails** within 24 hours and usually faster on **Google Hangouts**. I am not available on weekends. Please review assignments *before* the weekend so that there is time for me to respond to your questions during the times when I am available.

## Assigned Readings

Due to the short nature of the summer session, we will be reading all short stories focused on horror. You do not need to purchase any materials for this course. All your readings are provided to you as Open Education Resources. Our readings are the following:

Jeremiah, Milford A. (2000) "The Use of Place in Writing and Literature," *Language Arts Journal of Michigan*: Vol. 16: Iss. 2, Article 7. Available at <https://doi.org/10.9707/2168-149X.1352>

“The Yellow Wallpaper” by Charlotte Perkins Gilman, published in 1852.

King, Stephen. “Mrs. Todd’s Shortcut”. *Skeleton Crew*. New York: G.P. Putnam's Sons, 1985.

Jackson, Shirley. "The Lottery." *The New Yorker*. 26th June 1948. Print.

Lovecraft, H.P. “The Picture in the House.” The H.P. Lovecraft Archive. Donovan K. Loucks. 200., [www.hplovecraft.com/writings/texts/fiction/ph.aspx](http://www.hplovecraft.com/writings/texts/fiction/ph.aspx).

Bowen, Elizabeth. *The Demon Lover, and Other Stories*. London: J. Cape, 1945.

R.J. Meaddough, III. *The Death of Tommy Grimes* (1962).

## Assignment Submission

All assignments and homework must be submitted through the Google Classroom. All final work should be double spaced, size 12 Times New Roman font, with proper MLA Heading, and creative title

## ASSIGNMENTS

The class is organized to produce a large quantity of writing through both formal and informal assignments. The assignments are designed to build off of each other so as to make your two longer essay assignments easier. I will read all your online assignments but will not provide written feedback on every exercise. However, you are expected to complete all these assignments on time, as they help you do the difficult work required to develop strong formal essays.

## Reading Quizzes

Reading Quizzes will be given EACH class. They will be short, informal writing assignments given to test your knowledge on the reading from the week before. These will work to help you as you begin to craft your essays.

### **Short Paper**

Your first paper will be a close reading of a primary text from this course. This short paper (1200-1500 words) is designed to help you work through important themes and concepts in our texts, to generate ideas for your longer papers, and to give you practice in performing literary analysis. For this paper you will also be expected to integrate a secondary source into your analysis. To effectively write this paper, it is vital that you choose a scholarly source (a chapter from an academic book or an article published in a peer-reviewed academic journal) that interprets the primary text you are focusing on, and that you engage with closely in your own interpretation

### **Extended Paper**

Your extended paper is meant for you to extend on a discussion post from any point throughout the semester. The paper should be 1900-2100 words so as to thoroughly tackle your idea. You will perform research and use a variety of contextual, theoretical, and argument sources to produce an insightful argument about the meaning and significance of a larger thematic idea from one of the primary sources we have covered throughout this course.

### **Online Assignments**

Each week there will be two online assignments in lieu of meeting everyday. These online assignments are designed for you to engage with a variety of instruction methods. You are expected to complete these assignments weekly, however, they are offered asynchronously so that they may be completed during the time that best suits your schedule.

### EVALUATION

In English 162W, you will have a variety of short and longer assignments that will help you to develop your writing skills.

### **GRADE BREAKDOWN (100%)**

|                    |     |
|--------------------|-----|
| Reading Quizzes    | 10% |
| Drafts             | 10% |
| Short Paper        | 20% |
| Extended Paper     | 25% |
| Online Assignments | 20% |
| Participation      | 15% |

### Essay Grading

Each final essay for the progression will receive a letter grade from A (or A+) to F. Your final course grade will be computed on the 4.0 scale. Each letter grade signifies the following:

In an “A” essay, the writer has found something insightful and compelling to write about and has taken great care to attend to his or her language, argumentation, and form. The writer clearly introduces the relevant intellectual problem the essay intends to address and offers a complex, insightful and original thesis in response. The writer also deeply analyzes pertinent evidence and carefully develops cogent reasons to support and complicate the thesis. Furthermore, the writer organizes his or her ideas in well-sequenced and logically structured sentences, paragraphs, and sections, using appropriate transitions to guide readers through the argument.

A “B” range essay is one that is ambitious but only partially successful, or one that achieves modest aims well. A “B” essay must contain focused ideas, but these ideas may not be particularly complex, or may not be presented or supported well at every point. It integrates sources efficiently, if not always gracefully. “B” essays come in two basic varieties: the “solid B” and the “striving B.” The solid “B” is a good, competent paper. The striving “B” may excel in certain areas, but it is sufficiently uneven to preclude it from receiving an A.

“C” essays reflect struggle in fulfilling the assignment’s goals. This kind of essay may show a fair amount of work, but it does not come together well enough to be a competent paper. A “C” range essay has significant problems articulating and presenting its central ideas, though it is usually somewhat focused and coherent. Such essays often lack clarity and use source material in inaccurate or simple ways, without significant analysis or insight.

A “D” range essay fails to grapple seriously with either ideas or texts, or fails to address the expectations of the assignment. A “D” essay distinguishes itself from a failing essay by showing moments of promise, such as emerging, though not sufficiently developed or articulated ideas. “D” essays do not use sources well, though there may some effort to do so.

An “F” essay does not grapple with either ideas or texts. It is often unfocused or incoherent, or may be a competently written essay that does not address the expectations of the assignment.

### Late and Missed Assignments, Drafts, and Final Essays

Submitting work late and failing to submit work at all make it much harder for you to do well on your essays since you miss the opportunity to receive timely feedback that can guide your revisions. All assignments are given with an assigned due date and time. These are present in both the google classroom and this syllabus.

- Late homework exercises and formal drafts will not receive written feedback. However, you are always welcome to message me in office hours to discuss your submissions.
- **For late final drafts, your draft grade will be lowered by 1/3 (e.g. from a B- to a C+) beginning the minute after the deadline. The grade will continue to go down by a third of a letter grade every 24 hours until the essay is submitted.**
- All work must be submitted via Google Classroom by the deadline in order to be considered “on time.” (If, for some reason, you cannot submit your work to Google

Classroom, email me your work before the deadline with a brief explanation of the issue you encountered.)

- I do not typically give extensions for problems such as computer crashes, conflicts with other course assignments or extracurricular activities, oversleeping or other personal difficulties. I strongly advise you to keep backups of your works-in-progress.
- I will only give written feedback on your draft once, however I am happy to talk through your draft with you during a meeting.

Keep in mind that **you must submit all graded assignments in order to pass the class.**

### ACADEMIC INTEGRITY

College Writing will provide you with strategies for working ethically and accurately with the texts you engage. We will discuss source use practices that prevent plagiarism, a serious academic offense that runs counter to our academic community's core values of honesty and respect for others. According to the CUNY Policy on Academic Integrity (<https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/>):

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting & pasting" from various sources without proper attribution.

Websites and businesses set up to sell papers to students often claim they are merely offering "information" or "research" to students and that this service is acceptable and allowed throughout academia. **This is absolutely untrue.** If you buy and submit "research," drafts, summaries, abstracts, or final versions of a paper, you are committing plagiarism and are subject to stringent disciplinary action.

**Final drafts that contain plagiarism will receive a zero, may result in failure of the course, and the case will be reported to Queens College.**

### SPECIAL ACCOMMODATION

If you have or develop any condition that might require accommodation in this class—for example, a medical condition—you should immediately contact the Office of Special Services

(OSS) in 111 Frese Hall at 718-997-5870. OSS will ensure you receive any additional support needed to fully participate in and succeed at this course (and QC). You are welcome to inform me if you are comfortable doing so.

<https://www.qc.cuny.edu/StudentLife/services/specialserv/Pages/default.aspx>

### CAMPUS COUNSELING CENTER

Located in the first floor of Frese Hall, the Counseling Center has licensed psychologists, certified social workers, licensed professional counselors, and counseling interns supervised by professional staff. It offers individual counseling, groups, and referrals to appropriate college or community resources. All sessions are free and confidential.

<https://www.qc.cuny.edu/StudentLife/services/counseling/Pages/default.aspx>

### ADDITIONAL CAMPUS RESOURCES

If you need additional help (beyond my office hours) with your writing, you are welcome and encouraged to utilize any of the following on-campus writing resources:

- *The Writing Center* in Kiely Hall 229 (phone: 718-997-5676) provides free writing support services to all enrolled Queens College students.
  - <https://sites.google.com/qc.cuny.edu/qcwritingcenter/home>
- *The Tutoring Center* in Kiely Hall 127 (phone: 718-997-5677) provides free tutoring to students enrolled in many courses offered at QC.
 

<https://www.qc.cuny.edu/Academics/SupportPrograms/SupportCenter/Pages/default.aspx>
- *The Language Lab* provides one-on-one tutoring for multilingual/ESL/ELL students enrolled in English 110 and 130. Email: [FYW@qc.cuny.edu](mailto:FYW@qc.cuny.edu)
- *The Library* can be an excellent resource. There are librarians available virtually to help you with any questions you may have. <https://library.qc.cuny.edu>

**Course Calendar: Subject to change with written notification.**

**Our course calendar is broken down by my weekly expectations.**

**You are expected to come to each synchronous session prepared to discuss the readings.**

### **Week 1**

#### **Monday, June 7th**

Reading Due: “Place: an Introduction” available in PDF through our Google Classroom

Online Assignment: Online Assignment 1 due Tuesday, June 8th by Midnight

Discussion: Discussion 1, due Tuesday, June 8th by Midnight

### **Wednesday, June 9th**

Reading Due: “Mrs. Todd’s Shortcut” by Stephen King available in PDF through our Google Classroom

Online Assignment: Online Assignment 2, due Sunday, June 13th

Discussion: Discussion 2, due Sunday, June 13th

### **Week 2**

#### **Monday, June 14th**

Reading Due: [“The Yellow Wallpaper” by Charlotte Perkins Gilman](#) up to Page 5 due before class on Monday, June 14th

Online Assignment: Online Assignment 3, due Tuesday, June 15th by Midnight

Discussion: Discussion 3, due Tuesday, June 15th by Midnight

#### **Wednesday, June 16th**

Reading Due: [“The Yellow Wallpaper” by Charlotte Perkins Gilman](#) due before class on Wednesday, June 16th

Online Assignment: Online Assignment 4, due Sunday, June 20th by Midnight

Discussion: Discussion 4, due Sunday, June 20th by Midnight

#### **Draft of Short Paper Due June 19th**

### **Week 3**

#### **Monday, June 21st**

Reading Due: [“The Lottery” by Shirley Jackson](#) due before class on Monday, June 21st

Online Assignment: Online Assignment 5, due Tuesday, June 22nd by Midnight

Discussion: Discussion 5, due Tuesday, June 22nd by Midnight

#### **Wednesday, June 23rd**

Reading Due: : [“The Picture in the House” by H.P. Lovecraft](#) due before class on Wednesday, June 23rd

Online Assignment: Online Assignment 6, due Sunday, June 27th by Midnight

Discussion: Discussion 6 due Sunday, June 27th by Midnight

#### **Short Paper Due Saturday, June 26th**

### **Week 4**

#### **Monday, June 28th**

Reading Due: [“Demon Lover” by Elizabeth Bowen](#) due before class on Monday, June 28th

Online Assignment: Week 7 Online Assignment, due Tuesday, June 29th by Midnight

Discussion: Discussion 7, due Tuesday, June 29th by Midnight

**Wednesday, June 30th**

Reading Due: “The Death of Tommy Grimes” by Lance Eaton PDF available in Google Classroom due before class on Wednesday, June 30th

**Writing Due: Final Paper due Sunday, July 4th by Midnight**