English 2370.001: Introduction to English Studies

Class Meeting Time: TR 9:30-10:45
Class Location: OCNR 130
Instructor: Kevin Concannon
Office: Faculty Center 262
Office Hours: M 10:00-11:00, TTH 1-2, 3:15-4:15 and by appointment
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Semester: Spring 2012

Course Description: This course is designed to provide an overview of different genres of literature, including short stories, non-fictional essays, poetry, drama, and the short novel. Since literature involves more than reading texts, but an understanding of history, culture, gender, and politics, we will take the time to explore the larger context of many of the works we will be reading. In other words, we will examine the various ideas, historical occurrences, and political changes that help to inform the production of the class material. To this end, the exams and assignments in this class will be more than just about the “reading,” but will also be about the work’s context, seeking to place the text in a larger flow of ideas and historical changes.

Required Texts:

Booth, Allison et al., eds. The Norton Introduction to Literature (10th edition)
Johnson, James Weldon. The Autobiography of an Ex-Colored Man

Student Learning Outcomes:

1) Compare and contrast the various fields of study within English Studies
2) Identify and use literary terms, concepts, periods, critical approaches and recognize the conventions of genre—short story, novel, poetry, drama, and film
3) Analyze literature in written forms
4) Create an argument about a text using library resources to produce a documented research paper
5) Demonstrate proficiency in presentation skills and the ability to lead class discussions.
6) Demonstrate proficiency in relevant formal citations in English Studies

Course Evaluation:

Class Participation: 10 points
Midterm and Final Exam: 50 points each
Collaborative Teaching Activity: 20 points
2 Short Analytical Essays: 10 points each
Research Essay: 20 points
Creative Essay: 20 points
Class Work: 10 points

1. Attendance: Much of this class will be conducted as a mixture of discussion and lecture, so you should come to class every day and be prepared to talk about the assigned readings. You may miss two classes without penalty. After that, two points will be deducted from your final grade for every class you miss. If you miss seven or more classes without prior permission you will receive a failing grade for the course.
2. Collaborative Teaching Activity (SLO #5): Working with one other student in the class, you both will spend a total of 10-15 minutes discussing/analyzing an assigned work of literature. Your presentation should make clear the historical context of the work as well as explain or identify important terms, themes or ideas.
Please do not read from a prepared essay or from a PowerPoint presentation (though PowerPoint can be used). Part of your grade will be based on how you encourage class involvement by asking questions, providing handouts etc. Please feel free to meet with me before your presentation.

3. Analytical Essays (SLO #1, #2, #3 and #6): The essays should be 2 pages in length and should use the MLA format. You should keep your use of secondary sources to a minimum (or not at all). No late papers will be accepted for any written assignment (including the research or creative essay).

4. Research Essay (SLO #1, #2, #3, #4 and #6): This essay of 4-6 pages is due near the end of the semester and will examine one of the plays we will read in class. You must incorporate secondary sources in this essay and follow the MLA format.

5. Creative Essay (SLO #2): You will create an original short story, one-act play or group of poems that develops a specific theme discussed in class. You will also include with this writing a reflection letter that will explain the rhetorical choices you have made.

6. Midterm and Final Exam (SLO #1, #2 and #3): A handout will be provided before each exam. The exams will cover both the readings and the class discussions.

7. Class Work: There will be occasional in-class assignments that will be handed in for a grade. The assignments cannot be made up, but there will be opportunities in class for extra credit.

**Grades:**

The total number of points you can earn is 200. Your grade will determined based on the following scale:

- 179-200: A
- 159-178: B
- 139-158: C
- 119-138: D
- 118 and below: F

**Reminder to English Majors:** As part of the English undergraduate capstone course (ENGL 4351), all English majors are required to submit a portfolio of writings in different discourse genres that they have completed for their college classes. To help you prepare for this assignment, you should keep a copy of all essays, research papers, literary analyses, creative and report writing, etc., so that you will have an ample selection from which to choose when the portfolio comes due.

**Academic Advising:** The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

**Grade Appeal Process.** As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Notice to Students with Disabilities:** Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.),
please contact the Services for Students with Disabilities Office, located in CCH 116 and 119, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

Syllabus
*I will give you notice of any changes that might be made to the readings during the semester.

**Unit 1: The Short Story**
Week #1 (Jan. 12): Course Overview and The Short, Short Story: Read: Jamaica Kincaid’s “Girl” (543-44), Kate Chopin’s “The Story of an Hour” (536-38) and Ursula LeGuin, “She Unnames Them” (549-550)
Week #2 (Jan. 17/19): Literary Themes: Read pages 296-98, Bharati Mukherjee “The Management of Grief” (304-315) and Jhumpa Lahiri “Interpreter of Maladies” (325-339)
Week #3 (Jan. 24/26): Gender and the Short Story: Charlotte Perkins Gilman, “The Yellow Wallpaper” (667-678) and Alice Munro “Boys and Girls” (509-519)
Week #4 (Jan. 31/Feb. 2): Morality and Survival: Shirley Jackson “The Lottery” (handout), Flannery O’Connor, “Everything that Rises Must Converge” (487-97)

**Analytical Essay: Final Draft due: February 9**

**Unit 2: The Novel**
Week #6 (Feb. 14/16): Begin reading James Weldon Johnson’s The Autobiography of an Ex-Colored Man
Week #7 (Feb. 21/23): Continue reading The Autobiography of an Ex-Colored Man
Week #8 (Feb. 28/March 1): Finish reading The Autobiography of an Ex-Colored Man
Week #9 (March 6): Midterm

**March 12-16: Spring Break**

**Unit 3: Poetry**
Week #11: (March 27/29): Protest Poetry and More: James A. Emanuel “Emmett Till” (1062), Pat Mora “La Migra” (877-878), Wilfred Owen “Dulce et Decorum Est” (1071), Ishmael Reed “beware : do not read this poem” (1040-41), Thom Gunn, “A Blank,” Walt Whitman “I Hear America Singing” (1279), Allen Ginsberg “A Supermarket in California” (handout) and “Velocity of Money” (1248-49)

**Creative Project: Final Draft due March 29**

**Unit 4: The Non-Fictional Essay**
Week #12: (April 3/5): The Language of Belonging in the US: Booker T. Washington “The Atlanta Exposition Address” (handout); Leslie Marmon Silko “The Border Patrol State” (handout); Judith Ortiz Cofer “The Myth of a Latin Woman” (handout) and Richard Rodriguez from Hunger of Memory (handout)

**Analytical Essay #2: Final Draft due April 12**

**Unit 5: Drama**
Week #13 (April 10/12): Read 1312-1314, Susan Glaspell, “Trifles” (1314-1323) and “A Jury of Her Peers” (678-692) and start reading August Wilson, The Piano Lesson (1441-1498)
Week #14: (April 17/19): Continue The Piano Lesson and start reading Lorraine Hansberry’s A Raisin in the Sun
Week #15 (April 24/26): Finish reading A Raisin in the Sun

**Research Project: Final Draft due April 26**

**Final Exam: May 1**