INTRODUCTION TO ENGLISH STUDIES  
Fall 2011, MW 5:30 – 6:45, OCNR 258

Course Description:  
This course will introduce you to the field of English studies and provide you with the tools and terms necessary to engage critically with literature through oral and written discourse. You will learn about the tracks of English studies offered in our department—composition and rhetoric, creative writing, linguistics—and you will read some wonderful literature from a variety of geographic, historical and political locations, paying close attention to not only what we read but how we read. The assumption here is that the “frames” we use for reading literature are context driven and often determine the meanings we attach to texts. As we read we will ask ourselves, “What is literature, and how does it define us as societies, nations, people?” And finally, what is our responsibility as readers and writers of literature?

Required Texts:  

Student Learning Outcomes (SLOs): By the end of the semester students will be able to
  1. demonstrate knowledge of the various fields within English Studies;  
  2. recognize and apply the conventions of a range of literary genres; and  
  3. create an argument about a text using library resources to produce a documented research paper;

Requirements:  
• Attendance: Because the class is designed to be interactive, attendance is mandatory. However, because unexpected crises do occasionally occur, I will allow everyone three absences without penalty (other than a tiny dip in your daily work grade—you can not make up missed in-class work). More than three absences, however, will result in a 2-point deduction in your final grade point average for each day missed.  
• Teaching Activity: In groups of three or four, depending on class size, you will research, prepare, and present a 15-20 minute learning activity in which you will "teach" the class about one of the elements of poetry in relation to one of our class readings. Please no long involved power points or tedious lectures. Instead, you should present the fundamentals in as interesting a style as possible, incorporate
the use of a handout so that students have something to refer to later, and involve the class actively in some way. Extra credit will be given for the effective use of creativity in approaching this assignment. You will evaluate yourselves individually and as a group.

- **Writing Assignments:** You will write two short analyses of a chosen literary text (3 – 4 pages each) and one longer research paper (6 – 8 pages) using outside sources to enrich and substantiate your position. You will also be assigned impromptu writing tasks to demonstrate your understanding of the readings and the concepts introduced during class.
- **Tests:** There will be a midterm, a final and a few quizzes to test you on your understanding of literary terms, correct use of MLA style, poetic versification as well as your critical reading and writing skills.

**Grade Evaluation:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Daily work (in-class writing, quizzes, group work)</td>
<td>10%</td>
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<tr>
<td>Group Presentation:</td>
<td>10%</td>
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<td>Two short essays:</td>
<td>25%</td>
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<tr>
<td>Midterm:</td>
<td>15%</td>
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<tr>
<td>Research Essay:</td>
<td>20%</td>
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<td>Final:</td>
<td>20%</td>
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A = 90-100 points; B = 80-89 points; C = 70-79 points; D = 60-69 points; F = below 60 points

**Additional Info:**

**Prerequisites:** You must have successfully completed English 1301 and 1302, and English 2332, 2333, 2334, or 2335 to be eligible for this class.

**Late work policy:** I do not accept late work unless you have contacted me ahead of time to explain your situation. In that event, your grade will be lowered ½ grade for each day late. I do not accept work electronically except in special situations. In these cases, you will not be penalized for lateness, but I will only grade your work once I have a hard copy in hand.

**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 Honesty:** Plagiarism, “the presentation of work of another as one’s own work,” is only one form of academic dishonesty. Plagiarism also includes falsification (the intentional alteration of information), fabrication (the intentional invention of information), multiple submission (using the same material for two separate assignments
or courses without permission from the instructors), and abuse of academic materials (the intentional destruction of resource materials.) Sometimes students commit unintentional plagiarism (by not citing sources properly, for example) because they are unaware of the standards that apply. Because plagiarism is such a dirty word on college campuses, please see me if you have a question about violations, however minor.

**Cell phones and other electronics:** All electronics—cell phones, laptops, kindles, you name it—must be turned off before class begins. Failing to abide by this classroom protocol can affect your grade.

**The Writing Center:** The writing center is a free service for students at TAMUCC to improve their writing skills. Writing consultants work one-on-one with writers at all stages of the writing process to help them find ideas, organize their thoughts, and formulate a thesis. You can get help with grammar and general mechanical problems too. The Writing Center is located in the Center for Academic Student Achievement (CASA) in the Glasscock Building. Both drop-ins and scheduled appointments are welcome. [http://critical.tamucc.edu/wiki/WC/Home/](http://critical.tamucc.edu/wiki/WC/Home/)

**Office for Special Populations:** Students with disabilities or special needs should register with the Office of Special Populations. Federal and state laws and university policy require that I make reasonable adjustments to accommodate the needs of students with qualifying conditions where such adjustments are needed for equal access to university facilities and programs. Please note, however, that these accommodations are determined only by application to and review by the Office of Students with Disabilities. To contact the disabilities office call 835-5816 or visit their web site at [http://www.tamucc.edu/~DS](http://www.tamucc.edu/~DS).

**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.
SCHEDULE

Aug. 24: Introductions

Prose Fiction

Aug. 29: Read Nabokov’s “Good Readers, Good Writers” (handout)

Elements of Fiction: Plot and Character
Read Barnet, 1 – 5, 99 – 119, 128 – 136;
Re-read “Desiree’s Baby” 115, and “The Use of Force” 133

Aug. 31: Elements of Fiction: Point of View, Setting
Read Barnet, 153 – 154, 187 – 191, 164 – 175
Re-read “The Yellow Wallpaper” 164

Sept. 5: Labor Day

Sept 7: Elements of Fiction: Allegory & Symbolism, Theme
Read Barnet, 208 – 210, 225 – 228

Sept. 12: Writing about Fiction
Read Barnet, 65 – 81, 85 – 87, 265 – 267

Sept. 14: Critical Approaches: The Nature of Criticism
Read Barnet, 1422 – 1434

Sept. 19: Mechanics of Writing and MLA
Read MLA Handbook, chaps 3 & 4

Sept. 21: Draft due, writing workshop
Inside text citation, MLA Handbook, 6.3

Poetry

Sept. 26: Approaching poetry: Narrative and Lyric
Read Barnet, 539 – 549, 553 – 555, 569 – 572
“Because I could not stop for death” (564), “Spring” and “Winter” (574)

Portfolio #1 due

Sept. 28: Speaking Tone of Voice
Read Barnet, 592 – 617
“So Mexicans Are Taking Jobs from Americans” (780)
“We Real Cool” (594), “Not Waving but Drowning” (598)
Collaborate Teaching Activity #1
Oct. 3: **Figurative Language**
Read Barnet, 618 – 631
“I wandered lonely as a Cloud” (830), “Digging” (629)
Collaborate Teaching Activity #2

Oct. 5: **Imagery and Symbolism**
Read Barnet, 632 – 659
“The Love Song of J. Alfred Prufrock” (796)
Collaborative Teaching Activity #3

Oct. 10: **Irony**
Read Barnet, 649 – 659
“Love is Not All” (657)
“Tony Went to the Bodega…” (656)
Collaborative Teaching Activity #4

Oct. 12: **Rhythm & Versification** (accent, rhythm, meter)
Read Barnet, 660 - 668
Collaborative Teaching Activity #5

Oct. 17: **Rhythm & Versification**, con’t (patterns of sounds, stanzaic forms)
Read Barnet, 668 – 689

Oct. 19: **Midterm**

Oct. 24: **Writing about Poetry**
Read Barnet, 690 – 697
Citing poetry, MLA handbook 3.7.3
Draft due

**English Studies, Drama, Research**

Oct. 26: **Creative Writing**
**Portfolio 2 due**

Oct. 31: **Introduction to linguistics**

Nov. 2: **Research & Writing**
Read MLA Handbook, chaps 1 & 2

Nov. 7: **Library visit**

Nov. 9: **Approaching Drama**
Read Barnet, 839 – 844, *Trifles* 845 - 854

Nov. 14: **Tragedy**
Read Barnet 905 – 910, *Oedipus the King* 910 – 952
Nov. 16: Comedy
Read Barnet, 1112 – 1114, *Los Vendidos* 1335 – 1346
Research Proposal Due

Nov. 21: Group Conferences

Nov. 23: Thanksgiving Break

Nov. 28: Intro to Composition/Rhetoric Studies
Study MLA “preparing works cited page”, chap 5

Nov. 30: Writing Workshop
Research draft due

Dec. 6: Class Wrap
Research Portfolio Due

Dec. 12: Final