Class Sessions: Tuesday and Thursday, 3:30-4:45 p.m., location TBA
Office: Faculty Center 287
Phone: 361.825.2395
Office Hours: Monday, 10 a.m.-1 p.m.; Tues., 11 a.m.-12 p.m.; Thurs., 10-11 a.m., or by appointment

**Topic: Art, the Self, and the Other**

Literary writers spend much of their time reflecting on the role of art in human life: how artists use their work to cope with, escape from, or transform their relations to other human beings. What is the point of art, literary or otherwise? What kinds of people are artists? What are the relationships between art and its cultural contexts, or between art and the marketplace? How is British literature shaped by the conflicts of empire? We'll engage these questions by analyzing texts from Britain and its colonies, thinking about literature both for its own sake and as a reflection of its historical context. We'll deviate from the literary with Gilbert and Sullivan's *Patience*, an operatic satire of the late nineteenth-century Aesthetic movement.

**REQUIRED TEXTS—please get these editions:**

- George Orwell, *Keep the Aspidistra Flying* (Mariner; ISBN 9780156468992)

- Check your Islander email daily for announcements, assignments, etc. *This is a requirement.* If you'd rather use a different email address, you can set up automatic forwarding on your Islander account ([https://distance-education.tamucc.edu/assets/forwarding_email.pdf](https://distance-education.tamucc.edu/assets/forwarding_email.pdf)).
- Check the class Blackboard page ([http://bb9.tamucc.edu](http://bb9.tamucc.edu)) before each class. *This, too, is a requirement.*

**STUDENT LEARNING OUTCOMES:**

- Recognize the connections between literary works and their social, historical, and cultural contexts.
- Respond critically to literary works.

**OTHER COURSE OBJECTIVES:**

- To familiarize students with the categories and vocabulary used to analyze literature.
- To draw connections between literature and other art forms such as music, painting, and film.
- To help students make meaningful revisions to written work in response to critical feedback.
- To develop students’ confidence and stamina in reading closely and analytically.

**GRADED ACTIVITY:**

- Paper 1: draft (5 points) + revision (15 points)
- Paper 2: draft (10 points) + revision (20 points)
- Midterm Exam (10 points)
- Participation/Quizzes (15 points)
- Blackboard Postings (10 points)
- Final Exam (cumulative) (15 points)

**EXPECTATIONS:**

- I *expect you to take accountability for your own success.* Do the reading. Come to office hours. Visit the writing tutors ([casa.tamucc.edu/wc.php](http://casa.tamucc.edu/wc.php)) and reading tutors ([casa.tamucc.edu/tutoring.php?subject=reading](http://casa.tamucc.edu/tutoring.php?subject=reading)). Talk to Disability Services or your advisor. I will help however I can, but it's your degree to earn.
- I *expect you to be open-minded and engaged learners, who grapple with the material to the best of your abilities.* Please, no "Will this be on the exam?" or "I'm only here for the GE requirement." You're here (and I'm glad that you are!), so do your best work, regardless of major or seniority.
• I expect you to attend all classes, with books in hand, ready to talk, write, think, and ask questions.
• I expect you to read everything assigned, to the last page. Budget the time to do it. **Good reading involves writing:** take notes and write down questions to discuss in class. If you have trouble with reading, for whatever reason, feel free to talk with me and with the CASA reading tutors.
• If you miss class, I expect you to contact a classmate to get notes, and to return to class fully caught up. If you have questions after you’ve contacted a classmate, feel free to contact me.
• I expect you to keep your brain and body in the class for the full session. Be on time; turn off your phone; don’t web-surf during class; if you must leave early, let me know before class begins.
• I expect you to read all assignment guidelines carefully, and to ask in advance if you need clarification.
• We all can expect one another to respect the diversity of the classroom: diversity of identities (race, sex, class, age, religion, nationality, disability, sexual orientation) and of lifestyles, ideologies, and experiences.
• I expect you to complete your work honestly and ethically (see "Academic Misconduct," below). You can expect a professor who takes a **zero tolerance** approach to plagiarism and cheating.
• I expect you to let me know if a major problem arises that impairs your success in the course. I will always try to help, while remaining true to the standards of the class.

**COURSEWORK GUIDELINES:**

**Blackboard Postings:** Each of you will write five Blackboard postings of 450+ words apiece, analyzing an issue, dilemma, question, or textual dynamic (recurring image, theme, pattern of language, etc.) of a reading. Postings needn’t be full-fledged essays with thesis, intro/conclusion, etc., but they do need to draw on **specific textual evidence** in engaging thoughtfully with the issue. They also need to be well-written and carefully edited. Good postings will be given 2 points; carelessly written or poorly supported postings will receive 1 point; postings that fail to satisfy the assignment will receive no points. There are six opportunities to post; you may omit one without penalty. *No late/make-up postings are permitted.* I will not usually offer comments on postings, but you’re welcome to ask (in person) if you’d like feedback. Further directions can be found on Blackboard.

**Midterm and Final Exams:** Consisting of short-answer, passage ID, and/or essay questions on our course texts. Both exams are closed-note and cumulative. I do not distribute study guides—your notes and books should serve that purpose—but I will give you further details about the format of each exam.

**Make-up Exams:** The exam dates on the schedule are set in stone. *I do not give make-up exams,* except for emergencies documented with the Division of Student Engagement and Success. Personal travel plans and social obligations do not qualify as emergencies.

**Participation/Quizzes/In-Class Writing:** You are expected to be at every class, with your books/ readings open, ready to discuss and write about them individually and collaboratively. Class discussions, quizzes, groupwork, and writings will be graded on a four-point scale:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>4</td>
<td>You did the task(s) and had something thought-provoking or profound to say about the material.</td>
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<tr>
<td>3</td>
<td>You did the task(s) and your responses demonstrated careful thought about the material.</td>
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<tr>
<td>2</td>
<td>You were here, did the task(s), and your responses demonstrated a basic level of preparation.</td>
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<tr>
<td>1</td>
<td>You were here, but your responses (written or oral) didn't demonstrate that you were prepared.</td>
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<tr>
<td>0</td>
<td>You weren't here, or didn't do the task, or didn't have the readings, or were significantly late.</td>
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*Quizzes and in-class writing assignments cannot be made up under any circumstances.* However, I will drop your two lowest scores (including work missed due to absence or tardiness).
Paper 1: An essay of ~1200 words on one of our course texts, building an argument on close and careful textual analysis. This essay will be revised and resubmitted for a new grade. Further details TBA.

Paper 2: A researched argument of ~1600 words, addressing any of our course texts in relation to a cultural context. Speakers from the Bell Library and the Writing Center will talk with us about ways of finding and using sources. The essay will be revised and resubmitted for a new grade. Further details TBA.

**Paper Submission and Format:** Papers will be penalized if they fail to meet these guidelines.

<table>
<thead>
<tr>
<th>1</th>
<th>Papers must be double-spaced, in 12-point Times New Roman, with 1&quot; margins on all sides, and <strong>stapled.</strong> For advice on formatting in Microsoft Word, please see <a href="http://studentaffairs.tamucc.edu">http://studentaffairs.tamucc.edu</a>.</th>
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<td>2</td>
<td>Papers must be formatted properly according to MLA format. Works Cited pages are required if you use any sources from beyond the syllabus. See the Pocket Style Manual for the following:</td>
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<tr>
<td></td>
<td>a. Manuscript format (155-58)</td>
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<td></td>
<td>b. Avoiding plagiarism (107-110)</td>
</tr>
<tr>
<td></td>
<td>c. Integrating sources (110-116)</td>
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<td></td>
<td>d. Works Cited pages (121 and following)</td>
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<td></td>
<td>e. Multilingual grammar concerns (45-53)</td>
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<td></td>
<td>f. A sample literature paper (161-2)</td>
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<td>3</td>
<td><strong>Late work is penalized two points per day late, including weekends.</strong> Extensions will be granted only for serious, unavoidable emergencies documented with the Division of Student Engagement and Success (<a href="http://studentaffairs.tamucc.edu">http://studentaffairs.tamucc.edu</a>). No documentation = no extension. Please note that computer and printer problems—while unpleasant—do not excuse late work.</td>
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<td>4</td>
<td><strong>After turning in each essay during class, you must upload the essay to Blackboard/SafeAssign within 48 hours. You will not receive credit for an essay unless it is uploaded to SafeAssign.</strong></td>
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<td>5</td>
<td>Papers are due at the beginning of class as specified. Late arrival to class will make the paper late.</td>
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<td>6</td>
<td><strong>Observe length requirements.</strong> Essays that fall considerably short of the required length may not be passable. If you're running short, consider introducing new examples, analyzing them at greater length, or engaging with counterarguments. <strong>Do not pad your essay by tinkering with margins, font size, or spacing.</strong></td>
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<tr>
<td>7</td>
<td><strong>Come talk with me about your essays!</strong> I do not review paper drafts over email, but am happy to do so in office hours or by appointment. You are also strongly encouraged to visit the CASA Writing Center.</td>
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**Assessment:**

**General:** The grading rubric for essays is attached on p. 7. Read it closely. *Grades are based on the quality of completed coursework.* I do not give extra credit, and do not grade on effort (except for participation, which is largely effort-based). If you have questions about graded work, please feel free to speak with me during office hours or by appointment. While I do not negotiate grades, I am happy to discuss strategies for improving your work (in person; again, I do not discuss grades over email).

**The Digits:** Your final point total will be graded as follows: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 0-59 = F. To be fair to all students, I stick to these numbers without exception.

**Grade Appeals:** 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. For assistance and/or guidance in the grade appeal process, students may contact the Division of Student Engagement and Success.
**Policies:**

**Emails/Office Hours:** You are welcome to email me or to visit office hours—come on by! Emails are best for short questions; detailed ones are better addressed in person. For example, I do not discuss grades or answer "What did I miss?" inquiries via email, but I am happy to do so in person. If my office hours don’t work for you, by all means email me to set up an appointment.

**Email Etiquette:** Please treat emails as professional communications (tinyurl.com/emailprof). Write grammatically, include a salutation ("Hi Prof. Epstein") and a closing ("Thanks, [Ricky]"), say "please" and "thank you," and be respectful. I ask that you reread the syllabus prior to emailing with a policy question.

**Attendance:** Students are given **three absences** with no questions asked, no excuses needed. Additional absences will result in a deduction of one point apiece from your course total (e.g. if you have 80 points and miss six classes, your final total will be a 77). Please note: **I do not distinguish between excused and unexcused absences.** As in the workforce, either you are here or you aren't. Exceptions are made only for religious holidays; documented medical or family emergencies (for which you must contact Student Affairs); or documented school commitments (debate, ROTC, etc.) Note, once more, that you are responsible for all notes, assignments, schedule changes, etc. given in class. **If you miss class, please contact a classmate to find out what you missed.** After you've tracked down notes from a classmate, I am happy to help with specific questions.

You will be marked absent if…
- You do not have your readings with you.
- You arrive 5+ minutes late or leave 5+ minutes early. If you must leave early, please tell me before class.
- Your cell phone goes off during class (everyone gets one free "oops" on this one). "Vibrate mode" isn't good enough: turn it off. If you need to have it on, let me know before class begins.
- You are found texting, Facebooking™, web-surfing, or sleeping during class. Enough said.
- You disrupt or distract the class. No side-conversations, disrespectful comments or gestures, tickle-fights, etc.—these are distracting both to me and to your peers.

**Academic Misconduct:** Any incident of academic misconduct, no matter how "minor," will be reported to the Office of Judicial Affairs and will result in a zero for the assignment. **A second offense, no matter how "minor," will result in an F for the course,** and will be reported to Judicial Affairs with my recommendation for formal disciplinary action. The University may suspend or expel students for flagrant or repeat violations.

All assignments are subject to this policy: graded or ungraded, formal or informal, from the smallest quiz or posting to the biggest exam or paper. As explained in the **Student Handbook** (104-5), academic misconduct includes plagiarism, cheating, falsifying sources, resubmitting work from other classes, writing papers for someone else (or vice-versa), forging graded work for additional credit, or colluding with others in committing a violation. Plagiarism, specifically, refers to the *unacknowledged use of another person's words or ideas.* When paraphrasing an idea, you must identify the source and put it in your own words. When using someone's phrasing, you must identify the source and put the borrowed phrases in "quotation marks." If in doubt about what you're doing, consult with me before submitting the assignment. Uncertainty about the rules is not an excuse for violating them.

**Veterans and Students with Disabilities:** The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at 361.825.5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom, or on campus, please contact the Disability Services office for assistance.
Academic Advising: It is imperative that all students visit regularly with an academic adviser. Each college within the university has an academic advising center, staffed by full-time, professional advisers to assist students with course selection, degree plans, and other academic matters. To find out how to contact the right adviser, go to <http://www.tamucc.edu/academics/advising.php>. Students who have yet to declare a major are advised by the Academic Advising Transition Center. For more information, go to <http://www.tamucc.edu/~aac>.

Please take down the information of a few classmates whom you can contact in case of absence.

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<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
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**SCHEDULE:**

Readings and assignments are to be completed before class on the days indicated. This schedule is subject to change.

**Thurs., 1/24:** Introduction to the course.

*** **By 5 p.m. on Fri., 1/25:** take the Syllabus Quiz on Blackboard. Retake it until you earn 100%.

**Tues., 1/29:** Shakespeare, The Tempest (Acts I through III).
**Thurs., 1/31:** Shakespeare, The Tempest (finish). (Start reading Picture of Dorian Gray—trust me!)

**Tues., 2/5:** The Tempest. **Blackboard Posting 1 due before class.**
**Thurs., 2/7:** The Tempest.

**Tues., 2/12:** The Picture of Dorian Gray (whole thing)
**Thurs., 2/14:** Dorian Gray, cont. **Blackboard Posting 2 due before class.**

**Tues., 2/19:** Dorian Gray. **Before class:** Take Online Plagiarism Quiz. Retake it until you earn 100%. Print out the results page, put your name on it, and bring it with you to class.
**Thurs., 2/21:** **Paper 1 draft due at beginning of class; upload to SafeAssign by 5 p.m. on Sat., 2/23.**

**Tues., 2/26:** Patience—watch in class. (Script will be posted to Blackboard for your reference.)
**Thurs., 2/27:** Patience—finish in class and begin discussing.

**Tues., 3/5:** Patience, cont. **Blackboard Posting 3 due before class.**
**Thurs., 3/7:** Midterm Exam. Please bring a bluebook (8½" x 11") and a blue or black pen.

**Spring Break**
Tues., 3/19: Naipaul (read all).
Thurs., 3/21: Naipaul. **Blackboard Posting 4 due before class.**

Tues., 3/26: 
**Paper 1 revision due at the beginning of class; upload copy to SafeAssign by class time on Thurs., 3/28.** Discuss final paper assignment.

Thurs., 3/28: 
**Library Research Presentation (subject to rescheduling).**

Tues., 4/2: Orwell (first half).
Thurs., 4/4: Orwell, cont. **Blackboard Posting 5 due before class.**

Thurs., 4/11: **Writing Center Presentation (subject to rescheduling).**

Tues., 4/16: Orwell, cont.
Thurs., 4/18: 
**Paper 2 draft due at beginning of class. Upload by 5 pm on Sat., 4/20.** Lecture on Paul Gauguin.

Tues., 4/23: 
**The Moon and Sixpence,** through p.60.
Thurs., 4/25: 
**The Moon and Sixpence,** through p.94. **Blackboard posting 6 due before class.**

Tues., 4/30: 
**Moon and Sixpence,** finish.
Thurs., 5/2: 
**Moon and Sixpence.**

Tues., 5/7: 
**Paper 2 Revision due at the beginning of class. Upload by Thurs., May 9.** Exam review.

**Final Exam:** 
**Thurs., May 9, from 1:45 p.m. - 4:15 p.m.** Bring a bluebook (8½" x 11") and a blue or black pen.
**ENGL 2334 Grading Rubric for Essays (Epstein)**

<table>
<thead>
<tr>
<th>Category</th>
<th>A = Excellent</th>
<th>B = Good</th>
<th>C = Average</th>
<th>D = Poor</th>
<th>F = Failing</th>
</tr>
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<tbody>
<tr>
<td>Argument and Interpretation</td>
<td>Presents a convincing, complex thesis that advances our thinking about the text(s). Arguments for an interesting and nuanced interpretation of the text(s) that shows advanced critical insight and independence.</td>
<td>The essay presents a sound thesis, if a conventional or limited one. It offers a solid, sensible, well-reasoned interpretation, without a high level of originality, complexity, or sophistication.</td>
<td>Good ideas are latent in the essay, but remain underdeveloped. The thesis itself is vague, unfocused, or limited to ideas covered in class, but it is generally responsive to the prompt.</td>
<td>Argument may be incoherent or only marginally relevant. Thesis may only be implied.</td>
<td>The thesis is nonexistent, incomprehensible, or unresponsive to the prompt.</td>
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<tr>
<td>Analysis, Reasoning, and Persuasion</td>
<td>Claims are well-supported with textual evidence, which is closely read and analyzed in a way that develops the thesis and, ideally, sheds new light on the material. Claims are argued, not just asserted. The paper may convincingly anticipate counter-arguments and recognize their strengths.</td>
<td>Claims are supported with evidence that clarifies the thesis; the examples are well-explained, if not analyzed particularly closely or in depth. Most claims are argued, not just asserted. Counter-claims may be introduced but not genuinely grappled with.</td>
<td>Shows a general grasp of the material, but may do more asserting than arguing, and may resort to summary and generalization rather than analysis of evidence. Examples are not clearly explained or integrated. Claims are accurate but may be rudimentary; reasoning may be flawed or inconsistent.</td>
<td>Claims are unsupported, confused, inaccurate, or only marginally relevant. Evidence is absent or misread; relationship between evidence and the claims is unclear.</td>
<td>The essay lacks basic clarity about support for its claims. May show irreparable misunderstanding of the text.</td>
</tr>
<tr>
<td>Organization and Continuity</td>
<td>The argument moves from step to step, clearly and convincingly developing the thesis and nurturing its progress throughout. Transitions are fluid and effective; the introduction and conclusion frame the argument and persuasively explain its implications.</td>
<td>Sound and logical, if wooden or static; transitions are usually clear, if not elegant; the paper consistently reinforces the thesis, but may not develop the most interesting points with much complexity. The introduction and conclusion are clear, if stilted.</td>
<td>The organization inconsistently but adequately develops the argument, with major structural problems, underdeveloped ideas, or distracting repetition. Paragraphs may be confusing, transitions jarring. Intro and conclusion may be jumbled or vague.</td>
<td>Organization is haphazard, lacking a clear line of reasoning. Paragraphs are severely underdeveloped or lacking in purpose. Transitions are rarely effective, showing fundamental problems of logical continuity. May not adequately introduce or conclude the discussion.</td>
<td>Discussions lack basic development, or are incoherent.</td>
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<tr>
<td>Style, Mechanics, and Logistics</td>
<td>Style is fluid, vigorous, and sophisticated. Sentences are complex, concise, and elegant. Active voice predominates. Mechanical errors are few or non-existent and do not obstruct clarity. Essay follows all format and assignment guidelines.</td>
<td>Good facility with language, using appropriate syntax and vocabulary. Minor infelicities, tics, wordy/choppy sentences, or recurring errors are infrequent and do not generally impede clarity. The essay follows all format and assignment guidelines.</td>
<td>Writing shows competent but limited control over syntax, grammar, and vocabulary. Severe mechanical errors or wordiness/choppiness problems may be frequent or distracting or may obstruct clarity. Essay may have formatting problems, but fulfills the assignment satisfactorily.</td>
<td>Chronic problems of grammar and expression often inhibit clarity. Essay may have formatting problems, or may only minimally fulfill the parameters of the assignment.</td>
<td>Grammar and expression problems inhibit clarity irreparably. Essay may have formatting problems, or may fail to complete the assignment.</td>
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Your grade will be based on these criteria; however, it is not determined simply by averaging/adding up the categories. Each essay is considered and graded as a whole; some categories will have a greater effect than others on the success of a given paper. See the professor if you have questions about your essay.