Introduction to English Studies

Content: In addition to familiarizing students with the various disciplines within English Studies, this course provides an introduction to literary analysis and scholarship with an emphasis on genres of literature—including short stories, non-fiction essays, poetry and drama—designed for sophomore-level English majors and minors. Through our study of literature and the ideas, history and political changes that help to inform the production of the texts we read, students will hone research and analytical writing skills. Prerequisites: ENGL 1301 and ENGL 1302.

Student Learning Outcomes:
- Analyze written texts in English from a variety of historical, social, or theoretical perspectives.
- Respond analytically to literary works using appropriate critical terminology.
- Analyze characteristics of one’s own writing.
- Produce academic research papers that effectively synthesize sources into coherent arguments and illustrate appropriate documentation skills

McComiskey, ed. English Studies: An Introduction to the Discipline(s)
Seale, Nape
All other readings available through Blackboard

Recommended Text: MLA Style Manual (7th edition)

Grading: The following is a rough formula to show that I will give more weight to some assignments than to others. I use letter, not number, grades.

Exams= Essays=45% (essay 1=10%, essay 2=15%, essay 3=20%); 30% (midterm=15%, final=15%)
Participation=10%; Reading Quizzes=5%; Electronic Discussion=5%; Presentation=5%

Particulars:
- Participation: Students’ alert presence in the classroom, though required, does not guarantee a good participation grade. Students participate by keeping up with all of the assigned readings, taking notes during lecture and discussion, responding to questions posed by myself and their classmates and by asking their own questions about our readings. Those students who have extreme difficulty speaking in front of a group should make an appointment with me early in the semester to discuss alternatives. The completion of short writing assignments, such as the free-write with which most classes will begin and the performance, as well as attendance for the full class meeting will also be factored into the participation grade.
- Electronic discussion: Students must post to the Blackboard discussion board once a week, either by 10 a.m. on Monday or by 10 a.m. on Wednesday. Each entry need be no longer than a paragraph and must conclude by posing a question that demonstrates critical thinking about the material (i.e., avoid asking “how true is this?”). This entry must be about the assigned reading for that day, but you may also use the post to further develop an issue that came up in a previous class discussion. Students are encouraged to engage each other in this discussion.
- Presentation: Once during the semester, students working in small groups will present for 10 to 15 minutes on the historical/cultural context for the day’s assigned reading as well as situate the text in
the context they build around it. The presentation should end with discussion questions asking students to think about the text in relation to its context. Groups are advised to meet with the instructor prior to the date of their presentation. Creative approaches are encouraged! A rubric is posted on Blackboard, and students will evaluate their group mates’ performance.

- **Essays:** Students will write three essays—one essay of about three pages that engages students’ creative-thinking as well as their critical thinking skills, one literary analysis/close-reading essay of about five pages, and a final research essay of about seven pages. Although the first two essays will not require outside sources, all essays must include a Works Cited page; the last two essays will be evaluated according to content (i.e., strength of the thesis statement, organization, etc.) as well as grammar. A rubric is posted on our Blackboard site.
- **Exams:** A midterm and final exam will test students on the course material using a combination of identifications, short answer and essays.

**Policies:**

- **Late work:** Extensions will be granted, no questions asked, if the request is made at least 48 hours before the due date of an essay (and only an essay). Papers arriving after the due date (or extension date) will be downgraded 1/3 of a grade for each elapsed calendar day. For example, an A paper would become an A- if handed in after it is due. (Structure the time allotted for writing in a way that allows for mishaps, such as glitches with technology.)

- **Attendance and tardiness:** Three unexcused absences will be grounds for grade reduction; five will be grounds for failure. Late arrival to/early departure from class will negatively affect a student’s participation grade. If a student has missed part of class, it is his/her responsibility to contact a classmate for notes and announcements.

- **E-mail Etiquette:** Review the document posted on our Blackboard site.

- **Plagiarism:** Students are expected to follow the Academic Honor Code strictly: [http://studentaffairs.tamucc.edu/TAMUCC_student_handbook.pdf](http://studentaffairs.tamucc.edu/TAMUCC_student_handbook.pdf)

Academic misconduct will result in an F on the assignment in question or, in serious cases, expulsion from this class.

- **Notice to Students with Disabilities:** The Americans with Disabilities Act (ADA) 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](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](http://www.tamucc.edu/~aac).

- **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.
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. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Writing Center: Students are encouraged to take advantage of the services offered by the Writing Center in the Center for Academic Student Achievement (Glasscock Center, Room 112) http://casa.tamucc.edu/wc.php or the Stone Writing Center at Del Mar College, 101 Baldwin Blvd., http://dmc122011.delmar.edu/swc/index.php

University Counseling Center: Confidential counseling services are available by calling (361) 825-2703, http://counseling.tamucc.edu/

Wed, Jan 23: Introductions

FICTION

Short Story

Mon, Jan 28: Poe, “The Cask of Amontillado”; Kincaid, “Girl” [NIL]; NIL 102-7 and 1-15

Wed, Jan 30: Hawthorne, “The Birthmark” [NIL]; NIL 212-8

Mon, Feb 4: Danticat, “A Wall of Fire Rising” [NIL]; NIL 246-9

Wed, Feb 6: O’Connor, “A Good Man Is Hard to Find” [NIL]; Rulfo, “It’s Because We’re So Poor” [BB]; NIL 158-60

Mon, Feb 11: Baldwin, “Sonny’s Blues” [NIL]; NIL 59-68

Wed, Feb 13: Morrison, “Recitatif” [NIL]; NIL 121-9

Mon, Feb 18: Library Instruction; Essay 1 due

POETRY

Wed, Feb 20: Longfellow, Evangeline [BB]; NIL 438-9, 444, 451-9, 560, 614, 632-5

Mon, Feb 25: Whitman, “I Hear America Singing”; Hughes, “I, Too, Sing America” [BB]; NIL482, 505

Wed, Feb 27: Dickinson, all NIL poems; NIL 551-2, 545, 575, 496, 476

Mon, March 4: Midterm
NONFICTION

Wed, March 6: Emerson, “The Poet” [BB]; NIL ch. 17-18

Mon, March 11: Alvarez, “I, Too, Sing América” [BB]; NIL ch. 15-16


March 18-20: NO CLASS (Spring Break)

DRAMA

Mon, March 25: Hansberry, A Raisin in the Sun Act I [NIL]; NIL 744-7

Wed, March 27: Hansberry, A Raisin in the Sun Act II-III [NIL]; Film assignment (part one) due

Mon, Apr 1: Williams, A Streetcar Named Desire scene 1-5 [NIL]; NIL 809-20

Wed, Apr 3: Williams, A Streetcar Named Desire scene 6-11 [NIL]

Mon, Apr 8: Performances of A Streetcar Named Desire

FILM

Wed, Apr 10: Kazan, A Streetcar Named Desire [on Reserve at Media Center]

Mon, Apr 15: Duke, A Raisin in the Sun [on Reserve]; Film assignment (part two) due

Wed, Apr 17: Student Conferences [meet in my office, not classroom]; Annotated bibliography due

Mon, Apr 22: Writing Workshop

FIELDS OF ENGLISH

Wed, Apr 24: Linguistics [McComiskey]; Essay 3 due

Mon, Apr 29: Rhetoric and Composition [McComiskey]

Wed, May 1: Creative Writing [McComiskey]

Mon, May 6: Students’ Choice

Final