ENGL 2333.001 Summer II 2014
LITERATURE OF THE WESTERN WORLD: 1650-PRESENT

Mr. Tom Murphy
Course Information
2:00-3:55 MTWR
RM 112 Center of Instruction (CI) | (CI number 4 on online map)

Contact Information
Office: Room 270 B Faculty Center (FC number 14 on online map).
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Office Hours: M 10:00-11:00, T 10:00-12:00, W 4:00-5:00 or by appointment
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Link to Course Home Web Page http://englishwiki.tamucc.edu/wiki/Murphy/SummerII2014

Course Description
In this Course, we will examine the *Sturm und Drang* of the human condition from the late 17th century to 21st century through its cultural texts that, in the words of Bertolt Brecht, "hammer" the shape of our reality. We will read from a range of literary genres, as well as exploring other cultural texts (e.g., music and visual art). As we read, we will consider the significant shifts that individuals and groups in the Western Hemisphere have as they rise or fall within cultural constraints. Our goal will be to determine how *difference* has marked and shaped Western thinking through cultures and literatures of those on the margins. Some of the questions that will guide our study are: how do customs considered unacceptable to society become acceptable? What constitutes difference and where are the marks and shapes today here and now? Why the sacred and the taboo are one in the same? What profound historical, social and cultural connections with our times are in these texts? How do we respond critically through written and oral rhetoric to these texts and connections?

Prerequisites
- English 1301
- English 1302

Student Learning Outcomes
1) Recognize the connections between literary works and their social, historical, and cultural contexts;
2) Respond critically to literary works, including accuracy of knowledge of text and analytical insight.

Core Literature Objectives
1. To examine the connections between literary works and their social, historical, and cultural contexts, by reading texts by authors from a range of cultures and nationalities;
2. To explore the distinctive characteristics of relevant literary periods, genres, and writers;
3. To understand and use basic literary terms and concepts;
4. To develop analytic skills by close reading, class discussion, and writing;
5. To use writing as a tool for learning.
Course Grade
- **20%** Active participation in class discussion (SLO 1 & 2)
  - (20%) In-class writing assignments
- **15%** Presentation-Facilitation (SLO 1 & 2)
  - (10%) Group Presentation
  - (5%) Self Assessment
- **30%** 2 Short Essays 15% each for a total of 30% *(7.21.14 & 8.4.14)* (SLO 1 & 2)
  - Complete Draft of Essay #1 due (7.16.14)
  - Complete Draft of Essay #2 due (7.30.14)
- **15%** Midterm Examination *(7.24.14)* (SLO 1 & 2)
  - Material covered between 7.5.11-7.21.11, including, texts, quizzes, handouts, presentations, movies and music.
- **20%** Final Examination *(8.7.14)* (SLO 1 & 2)
  - Material covered between 7.21.11-8.5.11, including, texts, quizzes, handouts, presentations, movies and music.

If you are concerned about a grade, see me during office hours.

Course Requirements

Attendance and Class Participation
- In-class writing assignments are sometimes a group effort or by an individual that concerns material due on that given day. Be prepared to write every day in class that means you need to have paper and a pen/pencil everyday, plus a copy of the text being discussed on that particular day. On review days, students are required to bring all texts included in that particular examination.
- In-class discussion is vital for all students in understanding these texts even if that discussion may take place in the office or through email.
- All cell phones will be turned off, placed upside down in front of you on the desk before each class starts.

Presentation-Facilitation
Every student will prepare and present a 5 to 7 minute group project that concentrates on either the historical or cultural or social context of the subject in connection to the text we are reading or have read or to a specific literary movement. Each group will consist of two to three students (2-3)--no exceptions!

Three Tiered Format
1. A biography of the artist, writer or object
2. An exhibition of the art form (if a musician, we need to hear music, if poet, we need to see and hear poetry, if artist, we need to see art and so on)
3. Facilitate the subject to the class through historical, cultural or social ideas, styles and/or literary movements.

Process
- Each student will sign up on the [Section 001 Presentation](#) page to work within a group on a subject that connects with the texts being discussed
Each group will meet with the professor at least two days before the presentation date. Each group will turn in copies of audiovisuals, handouts, and/or other materials. Each group will be graded by a specific Rubric. A Self Assessment of the preparation of the presentation is due the day of the presentation.

Tips for Presentation-Facilitation
1. Have knowledge of the classroom equipment, making sure that your information is compatible.
2. Know the musical number, the painting, the poem’s name when presenting.
3. Do not read from PowerPoint Slides!
4. Be sure to turn in your self-assessment before presenting.
5. Be sure to look at the presentation rubric to know what points are important to make.
6. Be sure to stay within the time frame of 5 to 7 minutes.
7. Be creative and have FUN! Entertain US!

Required Texts
In most cases, the assigned readings will include materials not covered in class. As such, it is absolutely essential that you read the assignments before class in order to succeed in this course.
- Select materials, available as handouts or online
- In class videos

Turnitin.com
Academic writing differs from other kinds of writing in that it is a conversation with other people who are writing and thinking about your topic. When you write an academic essay you will agree with others, disagree with them, or do a little of both, but above all you will remain in a conversation. If you do not clearly identify their words and ideas from your own, you are not in a position to demonstrate your own critical thinking. Plagiarism, therefore, not only robs others other their proper credit, but it robs you of your ability to respond.

To protect the integrity of the course (in this age of the internet) and help you develop the critical thinking necessary to respond to academic arguments, I ask students to submit their out-of-class essays to a plagiarism-checking website called www.turnitin.com. That website, in turn, will generate a report for me and to you. It will also archive your paper. If you would prefer not to have your work checked by this plagiarism website and your work archived in it, that is your right. However, instead of using turnitin.com, you would need to write a 250-word essay in my presence (during my office hours) explaining your objections. After accepting this handwritten essay from you, I would then check your future out-of-class work with other electronic tools that do not archive your work.

Turnitin.com has video tutorials on how to upload your papers, and it has tutorials on how to understand proper citation. I urge you to create an account as soon as possible by viewing the
three (3) student training videos found at http://www.turnitin.com/static/support_video_gallery.html. These videos will tell you how to create a student user profile, enroll in a class and submitting a paper (as you would with an attachment) and have it checked. It's a fairly easy and painless process, but you must create the user profile first (giving your email address, creating a password, etc.). You will do this only once. Save your password!

After you create that user profile, you will need to know the class ID and the class password for this class (ENGL 2333.001). Here they are: Class ID 8103032 Password Keats

This means you will need to have to use your Islander email account, or at least have it connect to your Pop mail account in order to receive and send information, including to the instructor. If you need help, go to http://orientation.tamucc.edu/email.html

**Essays**

You will be required to write four (2) 1,500 word essays
- A Guide to Writing each essay is out lined here, including the 1,500 word length description.
- Due dates for each essay:
  - 7.16.14 Essay 1 full DRAFT Ideas, Imagery and Meaning selections
  - 7.21.14 Essay 1 Ideas, Imagery and Meaning selection
- (Write on one of the following topics that address the historical, social and cultural aspects of radical forms selections pairing Romantic and Beat texts.)
  - 7.30.14 Essay 2 full DRAFT Radical Forms selections
  - 8.4.14 Essay 2 Texts, Radical Forms selections
- (Write on one of the following topics that address the historical, social and cultural aspects of On The Road or comparable Beat text)

**Examinations**

All exams are to be taken in blue books (1 per exam). These may be purchased at the university bookstore. Do not, under any circumstances, remove any pages from your blue book before turning it in. All cell phones will be turned off and put away before you will receive each examination.
- There will be a Midterm (7.24.14) and a Final Examination (8.7.14)
- Each exam will include short answer questions (40%), and an essay question (60%).
  - The short answer questions will be drawn from the lectures and a list of identifications from the readings, presentations & other materials.
  - The essay questions will cover both descriptive and analytical materials on major topics of the texts.
  - All essay questions will be drawn from a list of questions distributed at least two days before the exam.

**Course Policies**

**Make-up Work**

All make up work must be previously arranged or it will not be accepted.
**Make-up Midterm Examination**
For students who miss the scheduled midterm, the makeup midterm will be on at 12:00 on July 25 in Mr. Murphy's office FC 270B. You should immediately reserve this date and time on your calendar; if you miss the scheduled exam, this is the time you will take the makeup, so you need to reserve the date and time at the beginning of the semester. The makeup will come from the same materials and review guides as the regular exams. Because of the nature of the course, however, students are strongly advised to take the exams at the originally scheduled times.

**Extra Credit**
You have enough of importance to do in the regular assignments for this course. No extra credit opportunities will be available.

**Assistance**
Office hours are intended to make this course less forbidding. Feel free to come by and talk with me about your work, or about literature in general, during the office hours listed. If you cannot make these times, ask me for an appointment.

**Freedom of Speech**
Feel free to raise your hand with a question or comment. Reducing confusion, providing clarification, or responding to student curiosity is an important part of the classroom process and will be undertaken to the extent that time and class size permit. In most cases, if you did not understand something, it is because I did not explain it clearly, so you will be doing your colleagues and yourself a service if you request a clarification. However, all students' using electronic devices that are not in use for course work is deemed Disruptive Behavior and student will be told to leave the seminar.

**Academic Integrity & Dishonesty** [Article III Section 1 in the Student Code of Conduct.](#)
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in zero (0) on first offence.

**Dropping a Class**
I hope no student needs to drop this course. However, events sometimes occur that make dropping a course necessary or wise. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. The University has set July 25th as the last day to drop a course for the semester with an automatic grade of “W.”

**Acceptance of Diversity**
We are the most diverse campus, in terms of self-declared ethnicity, in the Texas A&M system. This means that we are all meeting and working with people who are different from ourselves in
terms of their identities: whether that be defined by their race, ethnicity, gender, sexual orientation, and/or religion. Respecting and accepting difference is vital to your success in this class, on this campus, and in the global community.

**Students with Disabilities and Veterans**
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 CCH 116 and 119.

**The Writing Center**
The Writing Center of Texas A&M Corpus Christi provides free help for students at any stage in the writing process. Writing Center consultants are trained to work with writers one-on-one to help them find ideas, organize their thoughts, cite sources, and succeed at all aspects of the writing task. The Writing Center works closely with faculty across campus to understand the writing projects they assign and to help students meet the expectations of those assignments. The Writing Center is located in Glasscock Center (GSSC) 112, in the Center for Academic Student Achievement (CASA). Both drop-in and scheduled appointments are available. The Writing Center will be open soon. More information is available at: The Writing Center website.

**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.

**English Majors**
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.

If you are concerned about a grade, see me during office hours.

**Course Outline**

**July 7-10 Week 1** What is wrong with Enlightenment! Sturm und Drang (Storm and Stress). Readings from _Poems for the Millennium, Volume Three: The University of California Book of Romantic & Postromantic Poetry_ (known as PM from here out) & _The Portable Beat Reader_ (known as BR from here out)

**July 14-17 Week 2** What’z up with Modernism! Nuclear Holocaust. Readings from: _PM, BR_ and begin part I of _On The Road_ (known as OTR from here out).


**July 28-31 Week 4** Sublime Bohemian Sutra. Readings from: _PM, BR_ and Part III & Part IV of _OTR_

**Aug 4-7 Week 5** End of the Road. Readings from: _PM, BR_ and finish _OTR_