Course Meets
MWF – 11:00 a.m.-11:50 a.m., Classroom Instruction 107

Required Texts and Materials

Course 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.

Student Learning Outcomes

Students who successfully complete English 2333.001 will: 1. recognize the connections between literary works and their social, historical, and cultural contexts. || 2. respond critically to literary works.

Course Description

English 2333 is a course that any student may choose within the Core Curriculum. The course is designed, therefore, for the general student, and while you must have passed ENGL 1301 and 1302 to take this course, it’s understood that many of you will be majoring in fields far removed from English. The purpose of the course is to give you a rich sampling of Western literature from the seventeenth century to the present day, through which you can explore some of the shifts in concerns, attitudes and styles that have taken place over this time. The course is a survey course, which means that the period and literature covered is of necessity very broad, but this has the benefit of offering you a wide and unique window on some of the historical changes and influences that have led to the twenty first century.

If you’re not an English major, why are you taking this course? The value of studying literature is that it shows us the long tradition of people like us struggling to understand and express what it means to be human on this earth. Great literature not only transcends time and space--it also shows us our own time and space more clearly. This course will stretch your mind. I hope you enjoy.

Course Requirements and Grade Distribution
Grades will be determined according to the following percentages for each component of the course requirements:

- Professionalism: 20%
- Synthesis Project: 15%
- Final Exam: 10%
- Reading Responses: 40%
- Creative Project: 15%

**Professionalism:** (20%)
Your professional conduct is an urgent part of what will help you and our community of learners in this course successful. In other words, you are one of the parts that make the whole. Your professional contribution to our community of learners requires your **attendance, daily preparation, participation, and interaction.** Participation in physical and virtual class discussions is an important part of this course. This course sees professionalism as the ways you prepared, contributed to/engaged in the processes of reading, writing, organizational work, collaborative work, online and face-to-face discussions and inquiry, peer-draft reviewing, drafting, revising, and critical thinking.

You need to plan to attend every class, be in class on time, and stay until the end of class. Bring your English notebook--your reading notes--and be prepared to stay engaged by taking notes. No cell phones shall be visible or audible during class period (unless you have a child, elder, or other family member with special needs, under your care, in which case you may have your phone on “vibrate”).
I urge you to utilize time management! Use a planner, and schedule time and space to accomplish each course assignment. The old Procrastination Devil is a smooth operator.

**Establish Partnerships and Communicate:** Make a pact with at least two colleagues in your group to stay in contact about the course in the event of one’s absence. You are encouraged to take responsibility for each other and for information missed. If you are absent, make sure a colleague picks up necessary handouts, worksheets, and takes careful notes and gathers information for you. Though I do respond to e-mails from students who have very specific questions, I never respond to vague, unprofessionally addressed e-mails or text-messages, such as “hey, slept thru alarm. what’d i miss?” (A note about sororities and fraternities: they exist to support you along your own path to self-fulfillment. Always keep this in mind).

**Absence Policy:** It is impossible to earn an A after four absences, and very unlikely to earn a B after seven absences. So, try to save your absences for unexpected illnesses and crises (i.e, don’t use them all up recuperating from all-night festivities). Typically, an “A” student exemplifies outstanding community professionalism and self-initiative.

**Late work Policy:** In the case that a document is turned in or posted late with no prior arrangement with me, that document’s grade will be lowered ten percentage points for each class meeting that the student fails to turn it in. If the student has made arrangements with me prior to class, due to job, sports team travel or family crisis, late work may be accepted with no grade penalty.

**Reading Responses:** (40%)
Throughout the semester, I will assign in-class reading responses at the beginning of many class meetings. You will often be given several questions regarding the assigned text—the literature as well as the historical contextual information. This will require a short written answer or reflection, sometimes a paragraph or two. You may use your notes from your journal. (Really?) Yes. This requires that you come extremely prepared, having thoroughly read and taken notes on the entire assigned text. Typically, the “A” responses demonstrate a thorough and engaged reading of the assigned text.
From time to time, I will ask you to submit a reading or discussion response to be typed out of class, sometimes on the Blackboard Discussion Forum. To receive an average grade, a “C,” out of class responses should be at least one typed page, double-spaced. Typically, “A” students turn in two typed pages, demonstrating a thorough engagement with the reading.

**Synthesis/Analysis Project (15%):** This project will ask you to choose a theme or critical passage from one of our assigned texts and apply the author’s concerns or explorations to a contemporary situation. How does the author speak to our contemporary world? You will provide sufficient background and context to the passage, and offer your original analysis. See my grading standards, below.

**Creative Project (15%):** This project will ask you to apply your new understanding of the themes and conflicts we study, via several creative writing options.

**Final Exam: (10%)** Includes short essay questions, a mix of passage identification, literary concepts and vocabulary to identify and describe, and personal reflection on learning outcome.

**Extra Credit:** I encourage you to attend literary events, performances, and lectures within and around the campus community. To that end, I award you extra credit for attending a literary, scholarly, creative, and/or performance-based event, in full, and typing at least a two-page detailed reflection, using literary concepts and vocabulary that you are learning in class. I announce these events on Blackboard and in class, and welcome your own announcements of such events hosted by any student organizations and extracurricular groups in which you are active.

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**Grading Standards**

**A (90%-100%):** Outstanding work. An A document superbly addresses all components of the assignment. It clearly and logically expresses and develops an idea for a particular audience in an interesting way. An A writing is highly polished and generally contains no errors in the use of English.

**B (80%-89%):** Very good work. A B document does a better than average job of addressing all components of the assignment. It expresses and develops an idea in a clear, logical way, and it is well adapted to the needs of its intended readers. A B writing contains few or none of the common errors in the use of English. The professional appearance of B work is generally neat and polished.

**C (70%-79%):** Competent work. A C document manages to address most of the components of the assignment and develops an idea for its intended readers, but does little to create a positive or lasting impression on them. A C writing avoids serious errors in the use of English. The professional appearance of C work is acceptable but unremarkable and needs revision, polish, or redesign.

**D (60%-69%):** Unsatisfactory work. A D document is flawed by one or more of the following: insufficient attention to the assigned task and its audience, poorly developed ideas, inaccurate information, errors in the use of English.

**F (50%-59%):** Unacceptable work. An F document is flawed by one or more of the following: failure to accomplish the assigned task and adapt to its audience, failure to develop an idea, serious errors in the use of English language.
Special Accommodations

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. 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

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.

Major Assignment Schedule Follows:

Fall Semester 2013
September 4, Wednesday Classes begin
September 11, Wednesday, Last day to late register or add a class
October 2, Wednesday, Introducing Synthesis Project
October 16, Wednesday, Synthesis Project Due

November 6, Wednesday, Introducing Creative Project
November 15, Friday Last day to drop a class
November 28-29 Thursday-Friday Thanksgiving Holidays

December 6, Friday Creative Project Due
December 9, Monday Last day to withdraw from the University
December 10, Tuesday Last day of classes || Last day to apply for May 2014 graduation
December 11, Wednesday Reading Day

December 12-13, Thursday-Friday; Final examinations
December 16-18, Monday-Wednesday; Final Examinations
December 19-20, Thursday-Friday Grading days
December 21, Saturday Fall Commencement