English 2333.001/2333.003-Literature of Western World II: Enlightenment - Present | Spring 2014

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Office hours: T/Th – 1:00-2:30 or by Appointment

Course Meets

English 2333.001 on MW – 3:30 p.m.-4:45 p.m.
English 2333.003 on T/Th – 9:30 a.m.-10:45 p.m.

Required Texts and Materials

Notebook for taking notes on reading assignments. You may use a traditional notebook with paper or a laptop or any electronic notepad.

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. Our thematic focus: Acts of Resistance and Change. How do the literary artists and activists confront, challenge, and resist social customs, beliefs, and forces? How do our literary forebears continue to speak to our modern concerns, and how do our contemporary authors carry their torch and require our intellectual, emotional, moral, and socially-aware responses?

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. It expands our individual and collective consciousness and our roles in a world on which we strive for meaningfulness, purpose and life-affirmation. 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:** 20%
- **Final Exam:** 10%
- **Reading Responses:** 40%
- **Creative Project:** 10%

**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. Discover your best and favorite physical environments, rituals, and accoutrements for your own most efficient, focused learning. The old Procrastination Devil is a smooth operator. Be a step ahead of him/her.

**Blackboard Policy**

You are responsible for checking our course on Blackboard every day. Check our Reading and Assignment Schedule for weekly updates. Check Announcements, for daily assignments and messages from me. Also, we will use Blackboard Messages to contact one another and send drafts to our partners.

**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. Again, always check Blackboard.

**E-Communication Policy**

- The best way to contact me is through my email address: robin.carstensen@tamucc.edu.
- I will respond to professional emails that include your subject and class section in the Subject Heading and address me by my professional title, and offer your signature.
- I will respond to email within 24 hours between 9 a.m.- 9 p.m., M-F.
- Though I do respond to e-mails from students who have very specific questions, I never respond to tweets, instant-messages, badly misspelled, and vague, unprofessionally addressed e-mails or text-messages, such as “hey, slept thru alarm. what’d i miss?”
- If you need an appointment with me outside of my office hours, please ask me after class or email me.
- I do not accept Skype/Facebook/Linkedin friend requests (until graduation).

**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 reading responses to be completed online before the next class period (via Blackboard) or a reflection after a class discussion (Bb), or an in-class response. You will often be given several questions regarding the assigned text or a video excerpt—the literature as well as the historical contextual information. This will require a short written answer or reflection, sometimes a paragraph or two. For in-class responses, 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.

**Synthesis/Analysis Project (20%):** 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 (10%):** 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. [http://falcon.tamucc.edu/wiki/JenniferBray/IslanderEvents](http://falcon.tamucc.edu/wiki/JenniferBray/IslanderEvents)

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. 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. 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. 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.

Texas A&M University-Corpus Christi Policies
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.

Classroom/Professional Behavior

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

In-class Conduct

- In general, treat each other and the instructor with respect and follow standards of common courtesy. Here are a few specifics:
- Please place all cell phones or other electronic communication devices out of sight (in a bag, purse, pocket) while in class. You may think quietly texting someone is not distracting to the instructor or fellow students, but it is.
- Do not use your time in English 1301 to work on assignments for other classes.
- Computers are to be used for English 1301 work only. No shopping, no Facebook, etc.
- Those who consistently violate this policy will be asked to leave. You will also be counted absent and lose credit for any in-class work that day.
- Do not talk or make excessive noise while the instructor or another student is speaking to the class as a whole. (This includes typing on the keyboard or clicking the mouse.)
- When group work is assigned in class, you must work in a group, not as an individual.
- During group work time, please stay on task and work cooperatively with other group members.

Academic Honesty/Plagiarism

The University will not tolerate plagiarism or any other form of intellectual or academic dishonesty. Violations of academic honesty will be processed under the Procedure for Academic Misconduct Cases 13.02.99.C3.01 (see http://ses.tamucc.edu/grievances.html and the Student Code of Conduct http://judicialaffairs.tamucc.edu/assets/2013-2014StudentHandbook.pdf). All cases of academic misconduct are recorded in the student’s file. Consequences are determined by the faculty member and/or the Academic Integrity Hearing Panel. It is sometimes difficult to understand what plagiarism actually is. Students sometimes commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes
• using the work of another as your own,
• downloading or purchasing ready-made essays off the web and using them as your own,
• using resource materials without correct documentation,
• using the organization or language of a source without using quote marks and proper citation, or
• turning in a researched paper without citing sources in an appropriate documentation style.

Be aware that there are many ways to plagiarize. English 1301 and 1302 courses and the Writing Center at CASA will review rules of academic citation. Information academic citation is available at the Purdue University’s OWL: http://owl.english.purdue.edu/ and/or from our local Writing Center at CASA.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary. Please consult with me before you decide to drop to be sure it is the best thing to do. 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. Please be aware that you are allowed 6 drops in your entire undergraduate career, so these decisions must be made carefully. April 11, Friday is the last day to drop a class with an automatic grade of “W” this term.

Grade Appeals Process
Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean. The first step is a meeting with the instructor.

Students with Disability and Veterans
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. You can also visit their website at http://disabilityservices.tamucc.edu/ and contact them via e-mail at disability.services@tamucc.edu. 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.

Student Resources
The Center for Academic Student Achievement (CASA): The Writing Center of CASA provides free writing instruction to any student interested in improving his/her writing abilities. Tutors will assist you with all aspects of writing. The Writing Center’s purpose is not to correct or proofread your drafts but to help you learn strategies that good writers use during the processes of writing. You may visit the Center for assistance with a writing project for any of your classes. It is located in the Glasscock Building (825-5933).

University Counseling Center

We all encounter stress, problems, and difficult decisions in our daily lives. Sometimes, these problems may seem overwhelming or it might be difficult to talk about certain issues with your friends or family. The University Counseling Center is available for all students enrolled at TAMUCC. Students seek counseling for a multitude of reasons and the University Counseling Center offers individual therapy, group counseling, psychiatric services, psychological testing, consultation, outreach services, alcohol and drug education and prevention programs, and personal skills training. If you are in need of counseling services or just someone to talk to, please call or visit the University Counseling center at (361) 825-2703 in the Driftwood Building. Visit: http://counseling.tamucc.edu for more information.

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.

Major Assignment Schedule Follows (See Blackboard Reading and Assignment Schedule for Weekly Detailed Updates):

January 20, Monday
January 22, Wednesday
January 29, Wednesday
March 5th, Wednesday—Creative Project Due
March 10-14, Monday-Friday
April 11, Friday
April 16th—First Half of Synthesis Project Due
May 5, Monday—Synthesis Project Due
May 6, Tuesday

May 7, Wednesday
May 12-14

Martin Luther King, Jr. Holiday
Introduction to the Course
Last day to register or add a class
Spring Break

Last day to drop a class
Last day to withdraw from the University
Last day of classes
Last day to apply for August 2014 graduation
Reading Day
Final Exams Scheduled