English 2370.002
Introduction to English Studies
Spring 2014

MW 5:30-6:45 PM CS 235

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Office Hours for Spring 2014: 1-2:00 MW and 2-3:30 TR

Texts

- Booth, Allison et al., eds, The Norton Introduction to Literature (portable 10th edition)
- Other required readings will be available through Blackboard.
- MLA Style Manual (7th edition)
- One composition book or other journal

Description

English Studies is all about the power of words. It’s what we do—we put words together (speaking and writing), we read words, we listen to words, we analyze words, we try to understand how words work together, how they affect us, how words change, what words mean—you get the idea. It’s about words.

The purpose of this course is to introduce you to the discipline of English Studies—rhetoric and composition, literary studies, and creative and technical writing. Special emphasis will be given to analysis, scholarship, and genre. Along the way, we will learn how historical, cultural, political, and philosophical ideas affect the way we read, the way we write, and the way we understand literature.

The course is designed for sophomore level English majors and minors. Prerequisites include English 1301 and 1302.

Student Learning Outcomes

Upon completion of the course, students will:
- Demonstrate familiarity with the various disciplines within English Studies
- Identify and use terminology relevant to the discipline
- Demonstrate the ability to examine a variety of texts using the skills of rhetorical and literary analysis
- Construct an argument using sources
Course Evaluation

Letters 10%
Daily Work/Daily Writing 10%
Rhetorical Analysis 15%
Literary Analysis 1 15%
Literary Analysis 2 15%
Professional/Technical Writing (includes presentation) 15%
Mid Term Exam 10%
Final Exam 10%

100%

A 90-100
B 80-89
C 70-79
D 60-69
F below 60

Course Requirements

Letters

This will probably be your favorite part of the course. It is mine.

English majors write. It’s what we do. I am going to write a letter to you every week. It will usually be a personal essay about whatever’s on my mind. There’s a good chance it will (be intended to) be funny; it’s the way my mind think. I also might “try out” a poem or part of a short story on you, and will ask for feedback.

You will write for me. You can either reply to me, or you can write about whatever's on your mind. You might:

- Meditate on life, the universe, and your place in English studies.
- Critique my work
- Write your own thoughts about what’s on your mind
- Try your own creative writing (essay, poem, part of a short story)

Please don't give me a simple recap of your weekend along the lines of "Yeah, well me and Bubba Biff, went out and, like, tossed some cows," but if something interesting happens to you or you have something you really want to "talk" about, chances are it'll make a good subject for a letter. This will be a chance for you to be able to try out new kinds of writing, to get feedback, to work on a piece of writing for an extended period of time, and to create a piece of writing you’ll be proud of.
The only way you can mess this up is not to do the assignment. These will be due EVERY MONDAY EXCEPT October 21st and November 18th (days on which we have a major project due).

**Daily Writing**

English Majors read.

We will be doing lots of it. Some of it will be traditional literature, some of it will be background, and some of it will be other kinds of writing you need to know about to have a full background of our field. In order to reward your diligence in keeping up with the reading, you will have a quick daily writing **which you need to complete in Blackboard prior to coming to class.**

It will be evaluated in the following manner:

**Objective**—These will be fact based answers to determine whether or not you have done the reading. You can answer them quickly; I’ll give you a free answer now. At one point in “Hills Like White Elephants,” the main male character is called ‘The American.’ I will ask you, “How does the narrator refer to the male main character in the story.” You will answer “The American.”

There will be up to four objective questions worth a total of two points.

**Discussion**—The other two points will be based on your ability to effectively answer a discussion question based on some idea or concept in the reading.

2 points—You wrote in a thoughtful, careful manner about the material.
1 point—You wrote in a way that showed you’d read the material.
0 points—You wrote in a way that showed you were present but not well prepared.

*You can access these in our class Blackboard web space by clicking on the “Daily Writing” tab. Remember, these need to be completed before you come to class. Because the way Blackboard is set up, these daily writings are no longer available once class begins. Except under unusual circumstances, these cannot be made up.*

**Rhetorical Analysis**

Since the focus of the class is on English as the study of power of words, we will begin by studying some models of the way people communicate ideas to one another. We’ll learn some formal terminology, and then we’ll look at the things writers do to support their meaning—the words they chose, the way the audience is approached, the way stuff that’s in a culture affects how we understand a text, and the way writers tap into our values, ideas, and prejudices (whether or not we realize they are doing it).

Then, we’ll apply what we have learned to a piece of public writing that tries to persuade us to do something. It might be a speech, an ad, campaign materials from someone running for public
office, an editorial, someone’s Youtube video—the possibilities are limitless. The actual assignment is available on Blackboard; the assignment will be to write a 2-3 page analysis of someone’s argument using a rhetorical framework.

This assignment will get us in the habit of creating an analysis using some of the familiar words that are all around us.

**Literary Analyses**

Literature is a special kind of word use: it is using words to create art. We are going to study some literature in great detail—by paying attention to the words that are use, by examining the ways or reading and writing that are associated with different kinds of writing (genres). Then, we are going to learn to write specific, formal analyses on two of these genres. The actual assignment is available on Blackboard; you will write 2 (two) 2-3 page analyses on two works of literature (one on fiction, and one on another genre).

**Professional/Technical Writing Project**

Words do work in the real world. Our world abounds with print—ads, messages, texts, directions, policies, procedures, court documents, brochures, posters, grant applications. Anything you see that has print on it was written by someone (and, usually, by someone who was paid to write it).

These are words that are *reader centered*—that give the reader the information something they need to accomplish they want to, or that try to persuade the reader to do something *you* want them to. These are words that are created with a special attention to the audience they are intended. The actual assignment will be on blackboard; you will create a document that meets some real world need, and then you will present it to the class.

**Exams**

There are some words you just need to know if you are going to be in the field of English studies. You will have two exams: a mid term and a final. Each will be divided into three parts:

- Terminology
- Identifications
- Essay

You will be asked to define key terms and, depending on the term, provide an example of it or explain its significance. Identifications will be from key passages we have read. Each exam will have two essays, one which asks you to analyze a literary work and one which asks you what you have learned about either rhetoric or professional/technical writing.
Course Policies

Communicating With Me

I need to know if you are doing well, if you are having trouble, and if you have questions. I also like to kibitz (engage in small talk face to face). I can be reached in the following ways:

**In Person/F2F**: My office is Faculty Center 288. I am in my office during my office hours, and, quite frankly, many more hours than my office hours. If you need to see me outside of office hours, give me a quick holler, just to make sure I’m “in.” If so, come on by.

**Email**: Grown ups use e-mail. I will communicate with the whole class regularly via e-mail. Checking one’s e-mail is a regular expectation in most professional jobs, so “I don’t check my e-mail” isn’t a good reason for missing something important. My e-mail is charles.etheridge@tamucc.edu. I am faithful about returning e-mails, and will return every e-mail within 24 hours. On the other hand, I am not glued to my computer and phone 24/7, so don’t email me with a question at 3:30 in the morning and expect an immediate reply. **Weekend Exception**. If you e-mail me late Friday afternoon or on Saturday or Sunday, you might not receive a reply until Monday morning.

**Telephone**: My phone number is 825-5755 (or 361-825-5755 if you are calling from outside of Corpus or have a non-Corpus cell phone number). Call me if you need me. **Leave a message if I don’t answer**. This is a generational thing, I know—I have noticed many younger students (including my own children) hang up if someone doesn’t answer the phone. If you call and I don’t pick up, leave your name and a message **including the number at which I can call you back**.

**Facebook**: The class will have a Facebook group which can be by searching for “English 2370 Dr E Fall 2013” in the Search function of Facebook. You can use this to ask questions of each other, share interesting ideas, post clips of protest lit you have found, and to otherwise communicate with your classmates and me. You are not required to join this group; but it might enhance your learning experience if you do. All materials and announcements will be made by regular e-mails. Although Facebook is a way to communicate with me, I do not “friend” current students on Facebook. If you send me a request, please do not be insulted if I do not respond. I maintain both a personal and professional presence on the social media, as should you. Do you really want me to see your pictures of what you did last weekend, esp. if we have a test and you might have studied more?

**Skype**: My Skype ID is TechWriteDrE. I only have my Skype turned on during office hours.

**Texting**: Nope. I prefer not.

Attendance and Tardy Policy

You need to make every reasonable effort to attend every class. I realize this will not always be possible. Three types of absences may be excused: illness, personal emergency, and school business. If you are ill enough to miss class, you are ill enough to seek medical attention, and your illness will be excused when I receive some sort of medical documentation. If you have
some sort of personal emergency, such as an illness or death in the family, please notify student affairs and they will arrange for you to make up any missed work. If you miss because of school business (band trip, athletic event, etc.), please let me know before you leave so that you will not return from your trip behind in your school work.

**NOTE:** If you accumulate more than two absences that are unexcused, I reserve the right to penalize your grade up to and including failure of the course. If you miss five or more classes for any reason, you run the risk of failing.

**Special note for literature students.** If you take a literature class and don’t bring your book, you are not really present, are you?

### Tardies

Depending on the section you are in, this is a late afternoon/early evening class. What are you going to do—oversleep? Don't be late. If you come after class starts, you will be considered tardy. Two tardies count as an unexcused absence.

**Special note to students in the 5:30 section.** Just so’s you know:
- In all its infinite wisdom, the University has decided to shut town one of the parking lots to accommodate the renovation of the University Center.
- Freshman enrollment is up 20% from last year, and total enrollment will likely exceed 11,000.

This means that PARKING will be EVEN WORSE THAN USUAL. You need to plan accordingly.

### Late Work

*Daily work* cannot be made up except in highly unusual circumstances (alien invasion, visit from the reigning monarch of Latvia, etc.). I will not accept late papers or projects unless you have talked to me in advance of the due date about an extension. Don’t miss an exam date. No late work will be accepted for any reason after the final exam.

### Extra Credit and Make-Up Assignments

If you miss class, you can make up the related daily points by writing a review of a poetry or fiction reading, play, lecture, art exhibit, or other cultural event related in some meaningful way to multicultural America. If you miss no classes, you may write such a review for extra credit points. During the semester, I will announce these events as I hear of them. If you know of others, please tell the rest of us. The first step is to attend such a reading, play, or lecture. Then compose a brief summary of the event in which you describe what happened (or what you saw) with details. Finally, give your thoughtful opinion of the event: Was any particular part of the event moving, brilliant, or clever? What was it like to be there? What was important or significant about the event? What did you learn? The review should be 1-2 pages (typed, double-spaced) and is due to me no later than 3 weekdays after the event. Reviews will be evaluated on a 4 point scale: 4 is for a detailed, specific, and insightful review; 3 is the score I will award most often; 2 is for reviews that are pretty vague; and 0 to is the score you will earn if I'm not sure you even attended the event. You may hand in no
more than two reviews during the semester. Daily work cannot be made up in any other way for any reason. No reviews will be accepted after the final exam. Hint: You may be able to assure an evaluation score higher than a 0 or 1 if you are able to attach to your review an event ticket, program, brochure or other paraphernalia demonstrating your attendance.

Electronics Policies

My policy is different in this course than it is in other courses. There will be times when I actively encourage you to use your cell phone, notebook, or other web-enabled device. During those times, I will ask you to take them out and turn them on.

Otherwise, please make use of the "off" or “mute” function. If you use your phone as a watch, I promise that I'll let you know when class is over. Please put your cell phones away.

If your cell phone rings in class, I will answer it and will have a lovely conversation with the person calling you about the importance of your education and why it is of paramount importance that the caller not interrupt your studies.

If you decide to text message in class, the same will apply--I will compose a text message for you and will send it to the person messaging you.

Fair warning--I am a fiction writer, and I can promise that whatever I send will not be soon forgotten by its recipient.

Participating in the social media (such as Facebook) during class time suggests to me that, mentally, you are not “in” class, so you will be marked absent.

Academic Honesty

I will follow the policies that appear in the university catalogue and the Student Code of Conduct. Plagiarism, which is “the presentation of work of another as one's own work” is only one form of academic dishonesty, which also includes falsification (the intentional alteration of information), fabrication (the intentional invention of information), multiple submission (using the same material for two separate assignments or courses without permission from the instructors, sometimes called “double dipping”), and abuse of academic materials (the intentional destruction of resource materials). Sometimes students commit unintentional plagiarism (not citing sources properly, for example) because they are unaware of the standards that apply. If you are unsure of how to document or properly use information, please check with me WELL BEFORE THE PAPER IS DUE. Also, know that I have some heavy-duty anti-plagiarism web applications, so you'll probably get caught. If you have questions or doubts about what constitutes a breach of integrity, a violation of policies or a proper citation, it is important that you consult with me. The SMALLEST penalty you will get if you are caught is a zero on the project; you could potentially fail the course, and, if you have plagiarized in other classes, you may face disciplinary action by the university. I only feel it fair to notice that this issue is something the university is “Hot and Bothered” about right now, and that, if we suspect
something, we are now REQUIRED to notify the administration. This isn’t something we can keep “in house” any more.

All of this can be avoided simply by doing your own work to the best of your ability.

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.

Notice to Student 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.

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. If your major is in another College (e.g., Education), please contact that college for information and requirements about advising.

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.
A Note on Reading Assignments

Readings must be completed before class on the date noted. Some of the readings are lengthy. To avoid falling behind, you will need to determine how much time you require to get the reading done and build that time into your schedule. **Daily writings on each reading must be completed prior to coming to class.**

Reading and Assignment Schedule

Note: This schedule is tentative and is subject to change. English majors and minors do more than read the text; they ask questions of it, they challenge it, and they analyze it. For every class, you should be prepared to answer the question, “What do you think?” and, when we read literature, “What does it mean?” You should be prepared to explain your answer.

In case you missed it the other two times this information is provided in the syllabus, **Daily writings on each reading must be completed prior to coming to class.**

Note:

- The readings with page numbers on them come from *The Norton Introduction to Literature*.
- Other readings from other sources are available on Blackboard by clicking on the “Reading” tab in our class web space. It would be wise for you to print copies and bring them to class.

Due dates for major projects are in bold.

What follows below is an outline; the readings and due dates will not change. However, you can get a more detailed look at the class activities by going to:  
[http://falcon.tamucc.edu/wiki/CEtheridge/English2370](http://falcon.tamucc.edu/wiki/CEtheridge/English2370)

**Part One: Rhetoric, the Study of the Power of Words**

**Jan 22**  
First day of Class; Overview of the course. Discussion of the various fields within the discipline of English Studies; demonstration of how it is the best major in the universe.  

**23**  
Syllabus quiz due by 10 p.m.

**28**  
**Letter Due.** Overview of Rhetoric. Horner, Hand out, King, hand out. Watch video at: [http://www.youtube.com/watch?v=jyR8h9iimw4](http://www.youtube.com/watch?v=jyR8h9iimw4)
Building Credibility. Horner, hand out. Freedom Speech from *Braveheart*, hand out. Watch the video at: [http://www.youtube.com/watch?v=1Gt_eln1mUU](http://www.youtube.com/watch?v=1Gt_eln1mUU)

**Feb 3**

**Letter Due.** Logical Reasoning. Horner, hand out. Jefferson, hand out. Note that, on the topic of freedom, it is Mexican Independence Day.

**Guest Speaker:** Dr. Nancy Sullivan, speaking about linguistics.

Fallacious reasoning. Horner, hand out. The Fallacy Project: [http://www.youtube.com/watch?v=fXLTQi7vVsI](http://www.youtube.com/watch?v=fXLTQi7vVsI). *Find an example of a logical fallacy and bring it to class.*

**10**

**Letter Due.** Figures of Speech. Horner, hand out. Kennedy, hand out. (All one .pdf file)

**Part Two: Fiction, the Power of Words to Tell Stories**

**12**

**Rhetorical Analysis Due.** Overview of Fiction. Joyce, 328-333.

**17**


**19**


**24**


**26**


**Mar 3**


**March 10-15**

Spring Break! Read a really good novel at the beach!

**17**

Short Story of Your Choice (chosen before break).

**19**

**Mid term examination.**

**Part Three: Poetry, the Power of Words to Communicate Great Meaning in Small Spaces**

**24**


**26**


**31**


**Part Four:  Professional/Technical Writing, the Power of Words to Do Work in the World**


21 Letter Due.  Writing with Evaluation in Mind.  Flower and Ackerman, hand out.


28 Letter Due.  Writing with the End in Mind.  Fielden and Duley, hand out.

30 Presentations on Professional/Technical Writing Project.


There will be a final.  Time and date will be announced later.

**And in Conclusion…**

I’m quite excited to be teaching this class.  I consider it an honor to be present with you at the beginning of your career in English Studies.  I also think that, if you ask people who have taken me before, they will tell you that I’m student-centered, that I delight in student success, and that I will do all that I can within reason to help you do well.  I expect a lot of you, but I expect a lot of myself.

I promise that I will:
- Be on time and prepared.
- Do what I can to make the material interesting and relevant.
- Will provide prompt, constructive feedback.
- Be flexible and willing to make changes as the need arises.

I hope I can expect the same things from you.  I also hope that you will let me know EARLY on if you are confused, if I haven’t been clear, or if you are having trouble.  Keep the lines of communication open.