“I know nothing in the world that has as much power as a word. Sometimes I write one, and I look at it, until it begins to shine.”

— Emily Dickinson

Course Description:
While it’s unlikely that you’ll write like Emily Dickenson by the end of this class, you will learn to appreciate the power of words and the art of making them shine. ENGL 2370 is designed to equip new majors and minors with the tools necessary for successful engagement in the field of English studies. We will read some wonderful literature from a range of genres—poetry, short story, essay, drama—that we will respond to critically through oral and written discourse. While studying the what of literature is high on our list, we will also think about how we read, the assumption being that the meanings we draw from literary and cultural texts are variable and shift depending on the political, historical, generational location of the writer and the reader.

Required Texts:
Trimble, John. Writing With Style.

Student Learning Outcomes (SLOs): By the end of the semester students will be able to
1. demonstrate knowledge of the various fields within English Studies;
2. recognize and apply the conventions of a range of literary genres; and
3. create an argument about a text using library resources to produce a documented research paper;

Requirements:
• Attendance: I expect everyone to be in every class. I do realize, of course, that things sometimes happen that compete with academic responsibilities, such as accidents, illness, family emergencies. While I do not “excuse” absences, I have made allowances for you to miss three classes, without penalty, to compensate for that unexpected emergency. After three absences, however, your final numerical grade will be lowered two points for each additional absence—a 95 average with six absences becomes 89, a B; an 80 with four absences becomes an 78, a C.
• **Teaching Activity:** In groups of three or four, depending on class size, you will research, prepare, and present a 15-20 minute learning activity in which you will "teach" the class about one of the elements of poetry in relation to one of our class readings. Please no long involved power points or tedious lectures. Instead, you should present the fundamentals in as interesting a style as possible, incorporate the use of a handout so that students have something to refer to later, and involve the class actively in some way. Extra credit will be given for the effective use of creativity in approaching this assignment. You will evaluate yourselves individually and as a group.

• **Writing Assignments:** You will write two short analyses of a chosen literary text (3 – 4 pages each), along with six reading responses, and one longer research paper (6 – 8 pages) using outside sources to enrich and substantiate your position. There might also be in-class writing prompts at the beginning and/or end of class.

• **Tests:** There will be a midterm and a final, along with a few quizzes tossed in here and there.

**Grade Evaluation:**

- Reading responses (in class and out) 10%
- Group Presentation: 10%
- Two formal essays: 25%
- Midterm: 15%
- Research Essay: 25%
- Final: 15%

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

**Addition Info:**

**Prerequisites:** You must have successfully completed English 1301 and 1302, and English 2332, 2333, 2334, or 2335 to be eligible for this class.

**Late work policy:** I do not accept late work unless you have contacted me at least two days ahead of time with an explanation and a late plan. This allowance is only good for one assignment. I do not accept work electronically; however, I will accept an assignment electronically if turned in at the correct time; but I will only grade your work once I have a hard copy in hand.

**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.
**Academic Honesty:** Plagiarism, “the presentation of work of another as one’s own work,” is only one form of academic dishonesty. Plagiarism 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), and abuse of academic materials (the intentional destruction of resource materials.) Sometimes students commit unintentional plagiarism (by not citing sources properly, for example) because they are unaware of the standards that apply. Because plagiarism is such a dirty word on college campuses, please see me if you have a question about violations, however minor.

**The Writing Center:** The writing center is a free service for students at TAMUCC to improve their writing skills. Writing consultants work one-on-one with writers at all stages of the writing process to help them find ideas, organize their thoughts, and formulate a thesis. You can get help with grammar and general mechanical problems too. The Writing Center is located in the Center for Academic Student Achievement (CASA) in the Glasscock Building. Both drop ins and scheduled appointments are welcome. [http://critical.tamucc.edu/wiki/WC/Home/](http://critical.tamucc.edu/wiki/WC/Home/)

**Disabilities Accommodations:** 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 at (361) 825-5816.

**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 Appeals:** 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.
SCHEDULE
Wed. Aug. 27: Introductions

Mon. Sept 1: Labor Day. No class.

Wed. Sept 3: Nabokov’s “Good Readers, Good Writers” (handout)
Being an Active Reader (Barnet 1 – 12, 21 - 28).
Response 1 due: one-page response to “Miss Brill”(Barnet 55);
Annotation of “Immigrants”

Prose Fiction
Mon. Sept 8: Elements of Fiction: Plot and Character
Read Barnet, 109 - 112, 128 – 136;
“Desiree’s Baby” 115, “The Use of Force” 133, “Powder” (352)
Response 2 due: One-page character analysis

Wed. Sept. 10: Elements of Fiction: Point of View, Setting
Read Barnet, 153 – 154, 187 – 191
“The Yellow Wallpaper” 164, “Cask of Amontillado” (510)
Trimble 1, 2

Mon. Sept 15: Elements of Fiction: Allegory & Symbolism
Read Barnet, 208 – 211
431 – 438
Trimble 3, 4, 5

Wed. Sept. 17: Elements of Fiction: Theme
Barnet, 225 – 228
“Where are you going, Where have you been?” (481), “Battle Royal”
(176)
Response 3 due: TBD

Mon. Sept 22: Draft due
Trimble 6, 7
Visual Rhetoric: Reading signs in popular culture

Wed. Sept 24: Trimble 8 - 11
Writing workshop

Poetry
Mon. Sept 29: Approaching poetry: Narrative and Lyric
Read Barnet, 539 – 546, 553 – 555, 569 – 572, 690 - 691
“Because I could not stop for death” (564), “Spring” and “Winter” (574)
Portfolio #1 due

Wed. Oct 1: Speaking Tone of Voice
Read Barnet, 592 – 597, 604 – 606, 613 – 615
Trimble 12 (Punctuation)
“My Last Duchess” (602), “We Real Cool” (594), “Not Waving but Drowning” (598)
Collaborate Teaching Activity #1

Mon. Oct 6: Figurative Language
Read Barnet, 618 – 631
“I wandered lonely as a Cloud” (830), “Digging” (629), “Aunt Jennifer’s Tigers” (641)
Collaborate Teaching Activity #2

Wed. Oct 8: Imagery and Symbolism
Read Barnet, 632 – 633
“The Love Song of J. Alfred Prufrock” (796)
Response 4 due: Analyze an image
Collaborate Teaching Activity #3

Mon. Oct. 13: Irony
Read Barnet, 649 – 659
“Love is Not All” (657), “Ozymandias” (651)
“Evolution” (658)
Collaborate Teaching Activity #4

Wed. Oct 15: Rhythm & Versification
Read Barnet, 660 – 669, 672 – 675, 685 – 688
“The Dance” (664), “Sonnet” (674), “Do Not Go Gentle into That Good Night” (781)
Collaborate Teaching Activity #5
Draft due

Mon. Oct 20: Midterm (open book)

Wed. Oct. 22: Linguistics visit
Writing workshop
Citing poetry, MLA handbook 3.7.3

Mon. Oct. 27: Creative Writing
Portfolio #2 due

Wed. Oct. 29: Technical Writing presentation
Response 5 due: Creative writing
Drama, Research
Mon. Nov. 3:  Approaching Drama
  Read Barnet, 839 – 844, Trifles 845 – 854

Wed. Nov. 5:  MLA Handbook, chps 1, 2
  Research proposal due

Mon. Nov. 10:  Library visit
  **Response 6 due:** Summary and critique of scholarly article

Wed. Nov. 12:  Tragedy
  Read Barnet 905 – 910, Oedipus the King 910 – 952
  Annotated bibliography due

Mon. Nov. 17:  Comedy
  Read Barnet, 1112 – 1114, Los Vendidos 1335 – 1346

Wed. Nov. 19:  *A Doll’s House* (1280)
  Draft due

Mon. Nov. 24:  Writing workshop

Wed. Nov. 26:  Thanksgiving Break, no class

Mon. Dec. 1:  **Research Portfolio due**

Mon. Dec. 8:  Final