English 2370.001: “Introduction to English Studies”
Spring 2015

Instructor: Dr. Jason Farr
Email: jason.farr@tamucc.edu
Class Sessions: TR 2-3:15
Classroom: EN 111
Office: FC 287
Phone #: (361) 825-2395
Office Hours: T 4:30-5:30, W 1-3, Th 4:30-5:30

Course Description:

This course is designed to equip new majors and minors with the tools necessary for success in the field of English Studies. In particular, we will learn to read and respond critically to some wonderful literature from a range of genres—poetry, short story, essay, drama, and the novel (which will be Jane Austen’s *Persuasion*). The course will consist of a combination of lecture, group discussion, collaborative work, outside research, and individual writing assignments (blogging and formal academic essays). The objective of this course is for students to develop as literary critics by becoming efficient critical readers and writers.

Student Learning Outcomes:

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.

Required Reading:

Books to purchase (these books will also be available on reserve at the library):


**IMPORTANT**: If you miss a class, it is your responsibility to find out what you have missed, and get class notes from another member of the class. You may miss three classes without your grade being affected. With your fourth absence and each subsequent absence, your grade will be lowered three numerical points per absence (a 92 becomes an 89 on absence #4, for example, and on absence #5 a 92 would become and 86). It is important that you make class as often as possible, since so much of your grade depends on lecture, group work, and course content.
Email:
- Check your Islander email everyday. I often use email to correspond with the class.
- Please treat email exchanges with me as a professional form of correspondence. In other words, include a salutation (Dear Professor Farr:), a polite message communicating your question or concern, and a closing (Sincerely, your name).
- Please give me 48 hours to respond to your emails, and also, please understand that I usually do not check my email on weekends or in the evenings.
- Lengthy emails or involved conversations are best conducted in person. Email is great for quick questions, but if your message is going to involve a long response from me, please come see me during my office hours instead.

Major Course Requirements:

1) Blogs (20%).
2) Midterm (20%).
3) Research essay (25%).
4) Final exam (25%).
5) Group presentation (10%).

Please type and staple all papers!

1) 7 blog posts: You must post on the course blog each week that it is assigned, and the post will be due three hours before that day’s class. In these posts, I will write an initial post that you should respond to (and take off in a new direction, too, if you wish). You will need to write at the very least two whole paragraphs (around 8-11 sentences per paragraph). In these entries, you should include a coherent, proofread, well-written response to my blog post and some kind of argument/analysis of the reading in question. I am looking for you to engage in a dialogue with me, but especially with each other (please note that you will not receive full credit for your post if you do not in some way bring one of your classmate’s responses into your paper). Please type your responses initially in a word document and save them somewhere on your computer. From the word doc, copy and past into the blog. This way, you will have a record of your entries, and you will be able to edit them more easily. Unlike many blogs, this one requires you to use correct spelling and grammar! I hope that we can build off these responses in our weekly seminar discussion. These posts will be part of your final grade: you should read through all the posts before coming to class. You will be assigned a grade for your posts overall, based upon their quality, thoroughness, interactivity (with other entries), and thoughtfulness.
To see samples from a previous class I taught, check out:
http://restorationsexuality.blogspot.com/2014/01/aphra-behn-and-element-of-disguise.html#comment-form

2) **Midterm Essay Exam (3-4 pages):** The midterm essay exam will cover important content that we cover in class, and is a take-home exam. You will have a week to complete this essay.

3) **Research Essay (6-8 pages):** This essay of 6-8 pages is due near the end of the semester and will examine one of the plays we will read in class. You must incorporate secondary sources in this essay and follow the MLA format. You will have to submit the final paper to SafeAssign on Blackboard.

4) **Final exam:** to be given during finals week. I will talk more about the form of the final as that time approaches.

5) **Group Presentation:** Working with one or two other student in the class, you both will spend a total of 10-15 minutes discussing/analyzing an assigned work of literature. Your presentation should make clear the historical context of the work as well as explain or identify important terms, themes or ideas. Please do not read from a prepared essay or from a PowerPoint presentation (though PowerPoint can be used). You should encourage class involvement by asking questions, providing handouts etc. Please feel free to meet with me before your presentation.

Grading will be on a point system, as follows:

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

**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 or wise. 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. is the last day to drop a class with an automatic grade of “W” this term.

**Plagiarism:** Whenever you use an outside source in order to write your exam or paper, whether it be a book, an article in a journal, material from lecture, or something from the internet, you must cite each source at the end of the paper. This applies to any use of that source, whether you quote from it, paraphrase it, or just use it to help your own thinking. Copying or paraphrasing a source without attribution, or turning in another person’s work as your own—
whether it be another student or a published writer—constitutes plagiarism, a serious academic
onefense. You must acknowledge all of your sources in footnotes and bibliography, regardless of
whether you use the source throughout your paper or only in a single sentence or paragraph. If
you are discovered plagiarizing you will automatically receive an "F" for the class and will be
reported to the appropriate officials for further disciplinary action.

**Classroom / professional behavior:** Texas A&M University-Corpus Christi has a diverse student
population that represents the population of the state. Our goal is to provide you with a high
quality educational experience that is free from repression. You are responsible for following
the rules of the University, city, state and federal government. We expect that you will behave
in a manner that is dignified, respectful and courteous to all people, regardless of sex,
ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that
infringe on the rights of another individual will not be tolerated.

**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.

**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 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.

**Statement of Academic Continuity:** In the event of an unforeseen adverse event, such as a
major hurricane and classes could not be held on the campus of Texas A&M University–Corpus
Christi; this course would continue through the use of Blackboard and/or email. In addition, the
syllabus and class activities may be modified to allow continuation of the course. Ideally,
University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days
of the closing of the physical campus. However, students need to make certain that the course
instructor has a primary and a secondary means of contacting each student.

**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](http://www.tamucc.edu/~aac)

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.

**Reading Schedule (subject to change):**

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<th>Date</th>
<th>Topic</th>
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| Th 1/22 | **UNIT 1: THE SHORT STORY**  
Introduction to course.  
Read: Jamaica Kincaid’s “Girl” (543-44), Kate Chopin’s “The Story of an Hour” (536-38) and Ursula LeGuin, “She Unnames Them” (549-550) |
| T 1/27 | Literary Themes: Read pages 296-98, Bharati Mukherjee “The Management of Grief” (304-315) |
| Th 1/29 | Jhumpa Lahiri “Interpreter of Maladies” (325-339) |
| T 2/3 | Gender and the Short Story: Charlotte Perkins Gilman, “The Yellow Wallpaper” (667-678) |
| Th 2/5 | Alice Munro “Boys and Girls” (509-519) |
| T 2/10 | Morality and Survival: Shirley Jackson “The Lottery” (handout) |
| Th 2/12 | Flannery O’Connor, “Everything that Rises Must Converge” (487-97) |
| Th 2/19 | Edwidge Danticat, “A Wall of Fire Rising” (284-294) |
| T 2/24 | **UNIT 2: POETRY**  
Th 2/26 | Claude McKay “If We Must Die,” “The Tropics in New York, and “The White House” Countee Cullen “Yet Do I Marvel,” and “Saturday’s Child, Langston Hughes “The Negro Speaks of Rivers,” “I, Too” and “Harlem” (1068) |
<p>| T 3/3 | Protest Poetry and More: James A. Emanuel “Emmett Till” (1062), Pat Mora “La Migra” (877-878), Wilfred Owen “Dulce et Decorum Est” (1071), Ishmael Reed “beware : do not read this poem” (1040-41) |
| Th 3/5 | Thom Gunn, “A Blank,” Walt Whitman “I Hear America Singing” (1279), Allen Ginsberg “A Supermarket in California” (handout) and “Velocity of Money” (1248-49) |</p>
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<th>Date</th>
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<tr>
<td>T 3/10</td>
<td><strong>UNIT 3: DRAMA</strong></td>
<td>Read 1312-1314, Susan Glaspell, “Trifles” (1314-1323) and “A Jury of Her Peers” (678-692)</td>
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<td>Th 3/12</td>
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<td>August Wilson, <em>The Piano Lesson</em> (1441-1498)</td>
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<td>T 3/17</td>
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<td>Spring Break</td>
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<td>Th 3/19</td>
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<td>Spring Break</td>
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<td>T 3/24</td>
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<td>Continue <em>The Piano Lesson</em></td>
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<td>T 3/31</td>
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<td>Read 1923-41 and continue reading <em>A Raisin in the Sun</em> (1942-2002)</td>
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<td>Th 4/2</td>
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<td><em>A Raisin in the Sun</em></td>
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<td>T 4/7</td>
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<td>Read Oscar Wilde, <em>The Importance of Being Earnest</em> (1879-1921)</td>
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<td>Th 4/9</td>
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<td><em>The Importance of Being Earnest</em> (cont)</td>
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<td>T 4/14</td>
<td><strong>UNIT 4: RESEARCH AND THE NOVEL</strong></td>
<td>Read Jane Austen, <em>Persuasion</em></td>
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<td>Th 4/16</td>
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<td><em>Persuasion</em></td>
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<td>Library Visit</td>
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<td>T 4/21</td>
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<td><em>Persuasion</em></td>
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<td>Th 4/23</td>
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<td><em>Persuasion</em></td>
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<td>T 4/28</td>
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<td><em>Persuasion</em></td>
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<td>Th 4/30</td>
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<td><em>Persuasion</em></td>
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<td>T 5/5</td>
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<td>Class Presentations</td>
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<td>Final TBA</td>
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