English 2316: Literature and Culture
WIRED LOVE: THE EROTICS OF MEDIA AND LITERATURE

Professor Jennifer Sorensen
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Course Meets Mondays & Wednesdays 2 – 3:15 pm in Center for Instruction 107
Office: FC258 Office Phone: (361) 825–3002
Office Hours: Mondays and Wednesdays from 3:30 – 5:00 pm and Tuesdays 1:00 pm – 3:00 pm and by appointment

Course Description:
Can media be sexy? How does love get transmitted over the wires? How do we interpret those three dots that flicker as we await a text message or the cat heart-eye emoji? How is a poem like a telegram? In this class, we'll work across a range of media forms--from text messages to literary texts, from memes to movies, from television to telegraphy—and develop multi-media projects to explore these questions. All semester we'll learn to analyze a wide array of cultural texts to consider how communicative media conduct erotic charges.
Course Objectives:

1. To consider how ideas, values, beliefs, and other aspects of culture express and affect human experience by examining the connections between literary works and their social, historical, and cultural contexts.
2. To use literature to explore ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures and nationalities.
3. To recognize the distinctive characteristics of relevant literary periods, genres, and writers.
4. To understand and use basic literary terms and concepts.
5. To develop analytic skills by close reading, class discussion, and writing.
6. To use writing as a tool for learning.

Student Learning Outcomes:

Students who successfully complete ENGL 2316 will be able to demonstrate knowledge and skills in four Core Objectives defined by the Higher Education Coordinating Board of the State of Texas:

CT1. Critical Thinking
Generate and communicate ideas by combining, changing, or reapplying existing information.

CS1. Communication Skills
Develop, interpret, and express ideas through written communication.

SR1. Social Responsibility
Demonstrate intercultural competence.

PR1. Personal Responsibility
Connect choices, actions, and consequences to ethical decision making.

Required Texts:

Available at the TAMUCC Bookstore or another book vendor:
Ernest Hemingway, The Sun Also Rises (Scribner 2006) ISBN 9780743297332

Available on Blackboard (Must Be PRINTED and BROUGHT to Class):
Ella Cheever Thayer, Wired Love: A Romance of Dots and Dashes
Selections from Lightning Flashes and Electric Dashes

All additional readings will be available as PDFs on Blackboard. You are required to print these readings and bring them to class with you (unless otherwise instructed). Reading them on your phone, tablet, or computer is not an acceptable option. Please see me if you think you should be exempt from this policy.
Films & Television Shows (Screened In Class and/or Made available on Blackboard or on Reserve at Library).
D.W. Griffith, *The Lonedale Operator*
Beyoncé Knowles, *Lemonade*
Spike Jonze, HER (Will have Out of Class Evening Screening; Must be Rented and/or Watched Before Class – available on Reserve at Library and for Rental for $3.99 on Amazon).
Edgar Wright, *Scott Pilgrim vs. The World* (Will have Out of Class Evening Screening Must be Rented and/or Watched Before Class – available on Reserve at Library and for Rental for $3.99 on Amazon).
*Jane The Virgin* (Episode Screened During Class).
Clips from *You've Got Mail* and *Crazy Ex-Girlfriend*

Assessment:
Your final grade for this course will be determined by the following breakdown of the percentage weighting of each course component:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close Analysis Practice Post</td>
<td>50</td>
</tr>
<tr>
<td>Close Reading Analysis Paper</td>
<td>100</td>
</tr>
<tr>
<td>Close Visual Analysis Paper</td>
<td>100</td>
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<tr>
<td>Midterm Exam</td>
<td>150</td>
</tr>
<tr>
<td>“New” Media Then and Now Annotated Research Project</td>
<td>100</td>
</tr>
<tr>
<td>Reading Grade</td>
<td>100</td>
</tr>
<tr>
<td>Collaborative Media Project for Media-Con</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td>Participation</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>1000</td>
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</tbody>
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Assignments and Policies:

**Close Analysis Practice Post (Due Friday September 9th by Midnight):** This semester you will practice and develop your close-reading skills in class every day and in this short response posted to our course Blackboard site. This short (1 page) response is intended to encourage you to write-to-learn starting with ungraded practice. It will be graded on a √ (for fulfilling the expectations of the assignment), √ + (for exceeding expectations through an exceptionally thoughtful and interesting response), or a 0 (for failing to post a response or for posting a response that fails to fulfill the expectations of the assignment). If you receive a √ or √ + on the posting, then you will be awarded full credit for this 50 point assignment contributing to your final grade. Late responses (after the due date and time but within 24 hours) will receive d credit. Any response posted later than 24 hours after the due time will not be read and will receive a 0.

**Close Reading Analysis Paper (Due Sunday October 29th by 5 pm):** This Close Reading Analysis Paper will build upon the textual analysis skills we'll be practicing in class every day and in the Close Analysis Practice Post. This paper should allow you
to practice and hone your close-reading skills and your abilities to develop a convincing literary critical argument about a difficult text by compiling, organizing, and effectively analyzing textual evidence. An assignment sheet with more details will be handed out in class.

**Close Visual Analysis Paper (Due Friday November 18 by Midnight to Blackboard):** This paper will ask you to make a debatable, complex argument based on your compelling analysis of the visual evidence from one of our course texts—one of our films, television shows, or mixed-media works. An assignment sheet with more details will be handed out in class.

**Midterm Exam (In Class: Wednesday October 12):** This exam will test your close-reading analysis skills and also reward those of you who complete the readings for every class. We will have some in-class time to practice responses for the kinds of questions I’ll ask and I’ll show you what I’m looking for in successful responses.

**“New” Media Then and Now Annotated Research Project (Due Sunday September 25 by midnight):** This assignment will allow you to develop research skills (with the aid of our useful librarian, Nicole Cubillas) and gain a historical perspective about cultural responses to “new” media. To prepare for this project we will discuss a range of cultural responses to old “new” media from the 19th century and early 20th Century like the telegram, the telephone, radio, photography, film. Then we will discuss late 20th Century and 21st Century “new” media like twitter, blogs, satellite radio and television, youtube. For this project, you will research (I will help you learn how to search effectively using the Library’s databases), analyze, and select 4 total sources: 2 from the modernist period (for this assignment we’ll work with 1850-1950 as a broad historical epoch) and 2 from our contemporary moment (1980 – 2016). These sources must be artifacts or documents which demonstrate some form of cultural response to “new media” at that time—these can be newspaper editorials, journal or magazine articles, works of art in any medium, blog posts, youtube videos, etc. You will write up brief paragraph annotations for each source (these will include summary and some brief analysis). You will also write up a 1 page meta-reflection explaining your rationale for selecting these 4 sources (as opposed to the many others that you found and did not choose to include in your annotated project). Here is an opportunity to think what interests you most about new and old media—what drew you to these particular sources? What are the connections between them? Do they respond to media in similar ways? A more detailed assignment sheet will be handed out in class.

**Reading Grade (Quizzes & Discussion Question Posts):** This course is designed as a to introduce you to analyzing a range of texts and thus we will be moving at a quick pace and covering a lot of diverse, intriguing territory. This scope and speed will make keep up difficult, but nonetheless essential to your learning and our class discussions. In order to reward you for completing the “reading” component of this course, I will be giving frequent pop quizzes (approximately once a week) to give you points for keeping up with the reading. The quizzes will be short (~5 minutes) and will occur at the very beginning of class (so don’t be late or you’ll miss that day’s quiz!). In addition to our in-class pop-quizzes I will also sometimes ask for you to submit discussion questions via the Discussion Board area on Blackboard (these will be less
frequent – only once or twice during the semester). I hope that the posts will also serve as a fruitful resource and testing ground for your ideas as you think through questions about each text and develop your longer responses and three formal paper assignments. Both the quizzes and the discussion questions are designed to keep you on pace with the reading and to enhance your engagement with the course materials. As we will be reading some monstrously long and fiendishly challenging texts this term, these quizzes and discussion questions will help keep you actively thinking (through writing) about the deluge of words that we'll be reading together. For the discussion question posts, I will always send out an email announcement in advance to let you know what to post and when to post it. The discussion posts will not be commented upon or returned to you, but I will read them (and will sometimes draw from them in our class discussions). All of the posts and the quizzes will be added together they will constitute 100 points of your final grade. If you follow my instructions for each discussion question and submit them all on time and if you do the reading for each class meeting to ace the quizzes, then you will receive full credit for this portion of your grade.

**Collaborative Media Project for Media-Con on December 5th:** You will work in 5 person groups to complete dynamic Media Projects that you will present to the class on December 5th in a Media-Con extravaganza. An assignment sheet with more details will be handed out in class.

**Final Exam (During Our Exam Period on Monday December 12 at 1:45 – 4:15 pm):** This exam will build on the midterm exam and resemble it in format—rewarding close-reading analysis skills and engaging with the materials throughout the semester. We will have exam review and practice during class.

**In Class Twitter Assignments:** As our class is focused on exploring the expressive powers of “media,” I want you to explore writing in a new media form that is in some ways close to the telegram. While tweets do not “cost” per word, they are limited to 140 characters and thus foster a compressed style. These will contribute to your participation grade for those days.

**Participation:** Your participation grade will be based on your active engagement with class materials, your frequent and thoughtful contributions to class discussions of all shapes and sizes, your active listening to your classmates and to me, your productive work in frequent in-class small group activities and writing-focused workshops, your reflections upon and completion of the assigned reading, and your coming to class prepared (with materials, thoughts, questions, and assigned work) every day. In order to engage actively with these texts and to promote lively discussions, you will need to prepare diligently for class each day—I encourage you to thoroughly mark up your texts (write all over them, use post-it notes, keep a reading journal on a separate page if you prefer), flag key passages that interest you, jot down questions as they occur to you, and come to class ready to discuss and to contribute questions and themes, passages, and patterns that you find particularly intriguing and worth talking about.
As you will see, I keep records of participation every single class meeting so that these grades are fair and able to be documented: I keep a huge spreadsheet of each day’s grade (assessed using a 4 point grading scale from 4 (an A for outstanding, engaged, thoughtful participation) to a 0 (total non-participation)) and the semester’s participation grade is an average of all of these daily marks (thus local highs and lows get evened out). Also, participation in this course can also extend beyond the boundaries of the classroom and efforts to engage more fully with the reading and writing in the course during office hours also contributes to good participation (I also record frequent office hours attendance and will bump up one or more of the daily marks to reflect this alternative, valuable form of engagement). I will also assign an in-class collaborative presentation (with a short pre-write component to be completed as homework) focused on analyzing the differences between the drafts and the published version of “The Waste Land” which will also count toward the participation grade (this class meeting will be weighted double in the average). I will give everyone mid-term participation grades so that you can see how you are doing in this area of the course. If you are concerned about your ability to effectively participate, please come and talk with me in office hours and we can develop strategies to improve your active participation.

You are responsible for obtaining all of the class readings for the course (including printing out any electronic resources assigned and accessible through Blackboard), for reading them carefully prior to class, and for bringing them to class with you as we will work actively with the assigned readings every single class session. If you do not bring your reading materials assigned for a given class meeting to class with you, then you will receive a zero for that day’s participation. We will work actively with the texts every single day and thus you really need to have them with you in order to actively contribute and even to keep up with our discussions.

Please turn off all cell phones before class begins. No electronic devices—including computers—are to be used during class sessions. If you have your cell phone or any other electronic device out during class, you will receive a zero for that day’s participation.

Attendance Policy and Lateness: This course will be very discussion-intensive—so if you miss a class meeting, you are missing a lot any day that you miss. But obviously I understand that life sometimes gets in the way and so you may have two absences with no penalty. For each absence after the first two, your course grade drops 1/3 of a letter grade (i.e. from B to B-). So please use those two permitted absences wisely, they are to be used for times when you absolutely cannot make it to class (illnesses, family or personal emergencies, planned trips, etc.) and not for sleeping in, work for other courses, etc. Being more than fifteen minutes late to class constitutes a full absence and each day that you are even slightly late will deduct from that day’s participation grade. Please be right on-time to class every day as we will start promptly at 7:00 pm.

Late work: Late assignments will be penalized 1/3 of a letter grade for each 24 hour period that they are late (i.e. if it was due on Wednesday at 4 pm it will be marked 1/3
-grade down if it is turned in after then but before Thursday by 4 pm; if it is turned in after 4 pm on Thursday, it will be marked down an additional 1/3 of a letter grade and so on). Please make every effort to have all your assignments in on time! I do not accept papers or read drafts over email.

**Academic Integrity:**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Violations of academic integrity include cheating, plagiarism (failure to acknowledge via appropriate citation the sources for written, visual, on-line, and other sorts of material), fabrication, illicit possession of examinations or examination materials, falsification, forgery, complicity, and multiple submissions (e.g., submitting the same or substantially the same paper for two or more courses without prior approval of all instructors). Any assignment found to violate the TAMUCC guidelines for academic integrity will receive a zero grade and will be reported to the college dean and the Office of Student Affairs in accordance with university policy. Please read “Academic Integrity” guidelines carefully and ask me if you have any questions: these guidelines are posted at http://catalog.tamucc.edu/content.php?catoid=6&navoid=177#Academic_Integrity

**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.

**The Writing Center**
You will be doing a lot of writing in this course and the TAMUCC CASA Writing Center is an excellent resource to help you. The Writing Center offers one-on-one tutoring sessions with experienced student writers to help you with a whole range of skills—getting started, building arguments, grammatical issues, organization, and many more—and I highly recommend using this resource. They offer appointments (easy to schedule with their online system) and also walk-ins during their open hours. See their website for more details: http://casa.tamucc.edu/wc.php

**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

**Religious Observances:**
If a class meeting conflicts with a religious holiday, please notify me within the first two weeks of the semester so that we can make alternate arrangements. In most cases, I will ask you to turn in your assignment ahead of your scheduled absence, but, in accordance with the TAMUCC policy on Religious/Academic conflicts, your absence will not affect your grade in the course.

**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. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call **361-825-3466**.

**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, [http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

**Statement of Academic Continuity:**
In the event of an unforeseen adverse event, such as a major hurricane, if 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.

**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. Friday November 11th is the last day to drop a class with an automatic grade of “W” this term.

Communication:
The best way to get in touch with me outside of class and office hours is by email. During the semester, I check my email regularly every weekday. I probably will not be able to respond as promptly on weekends or late at night (I will most likely not respond on the same day if you email after 6 pm). Email is a great way to ask a question, share a comment, or make an appointment to talk in person. If you have a long, complicated question, please come visit during office hours or make an appointment so that we can talk it over in person. All conversations about grades and comments on written work should take place in person.

I will email the class if class should be cancelled due to extreme winter weather or other emergency, or if I want to circulate course information to the class so please check your own email regularly.

If you must miss a class, please do not email me asking what you missed. It is your responsibility to check in with a classmate to find out what was covered and to obtain the notes from that day. You should exchange email addresses with at least two of your classmates so that you can contact them if you have to miss class.

Name: ______________________________________________________
Email: ______________________________________________________
Name: ______________________________________________________
Email: ______________________________________________________

I reserve the right to make minor changes and to adjust this syllabus if necessary for the improvement of the course.

Weekly Schedule:
Week 1:
W Aug 24: First Day of Class – Introductions. In-depth Syllabus Review. Discussion about “In a Station of the Metro” by Ezra Pound and “This is Just to Say” by William Carlos Williams.

Week 2:
M Aug 29: The Sun Also Rises Ch 1-5. Close Reading Post Assigned.
W Aug 31: The Sun Also Rises Ch 6-10.

Week 3:
M Sept 5: The Sun Also Rises Ch 11-14.
W Sept 7: The Sun Also Rises Ch 15-18. “New” Media Then and Now Annotated Research Assignment Assigned.

Friday September 9: Close Reading Practice Post Due by Midnight on Blackboard.

Week 4:
M Sept 12: The Sun Also Rises Ch 18-19 (end).

W Sept 14: Sources on New and Old Media posted on Blackboard. Discussion of Differences in the conceptions of “media.” In Class Research Workshop for “New” Media Then and Now Annotated Research Assignment.

Week 5:
M Sept 19: D.W. Griffith, The Lonedale Operator (Short film screened in Class and then discussed, also posted to Blackboard) & Critical Essay (Blackboard).

W Sept 21: Ella Cheever Thayer, Wired Love: A Romance of Dots and Dashes (excerpts)

Sunday September 25: “New” Media Then and Now Annotated Research Assignment Due by 10 pm on Blackboard.

Week 6:
M Sept 26: Henry James, “In the Cage” (Chapters 1 – 7).

W Sept 28: Henry James, “In the Cage” (Chapters 8- 14).

Week 7:
Monday October 3, Screening of HER at 7 pm (Location: TBA)

M Oct 3: Henry James, “In the Cage” (Chapters 15 - 21).

W Oct 5: Henry James, “In the Cage” (Chapters 22 - 27).

Week 8:
M Oct 10: Spike Jonze, HER (Must be watched before class; Clips Screened During Class) & Critical Essay (Blackboard).

W Oct 12: Midterm Exam.

Week 9:


Week 10:


Saturday October 29 Close Reading Analysis Paper Due by 5 pm to Blackboard.

Week 11:

W Nov 2: Beyoncé Knowles, “Lemonade” (Screened in Class) & Critical Essay (Blackboard).

Week 12:
M Nov 7: Jane The Virgin (Episode Screened During Class).

W Nov 9: Clips from You Got Mail and Crazy Ex-Girlfriend (Screened in Class) & Critical Essays (Blackboard).

Week 13:
Sunday November 13th, Screening of Scott Pilgrim vs. The World at 7 pm (Location: TBA)

M Nov 14: Edgar Wright, Scott Pilgrim vs. The World (Clips Screened in Class; Movie Must be Watched Before Class).

W Nov 16: Edgar Wright, Scott Pilgrim vs. The World (Clips Discussed on Blackboard) & Selections from Scott Pilgrim Graphic Novel (Blackboard).

Friday November 18th Close Looking Analysis Paper Due to Blackboard by Midnight.

Week 14:
M Nov 21: Virtual Class: Edgar Wright, Scott Pilgrim vs. The World (Clips Discussed on Blackboard) & Selections from Scott Pilgrim Graphic Novel (Blackboard).

W Nov 23: No Class – Reading Day

Week 15:
W Nov 30: Jean Toomer, “Her Lips Are Copper Wire” & Langston Hughes, “Jukebox Love Song” (Blackboard).  **In Class: Group Presentation Work Time.**

**Week 16:**
M Dec 5: Last Day of Class – Course Wrap up, Exam Review, & Media-Con! Media-Con Collaborative Group Projects (presented during class).

**Final Exam: Monday December 12 at 1:45 – 4:15 pm**