ENGL–2333 Literature of the Western World:
From the Enlightenment to the Present

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Office: FC 135
Office Hours: TBA

Section: 003
Room: OCNR 259
Time: MWF 9:00-9:50 a.m.

Course Description. This survey of Western literature moves from texts of the Enlightenment (1750s) to contemporary fiction and poetry (2014/2015). Over the course of the semester, we will define important literary periods and genres, discuss a range of texts from those periods and genres, and connect individual texts and literary movements to one another and to our own experience, interests, and analyses. In undertaking this survey of Western Literature, we will encounter texts loosely organized around the representation of waterways: oceans, gulfs, rivers, bays, and other bodies of water. Waterways have long supported Western economics, imperial expansions, artistic imaginations, and cultural exchanges. This watery survey will enable us to engage with an array of texts, styles, perspectives, and concepts while also developing a consistent set of analytic and interpretative parameters for our learning community in ENGL 2333.

Course Objectives. At the end of the course, students should be able to:
- define major movements/periods, literary genres, and analytic terms in Western literature.
- develop interpretive/analytical positions about texts that account for cultural/historical contexts and literary content.
- describe Western histories of imperialism, trade, and cross-cultural contact from the Enlightenment to the present.
- compose clear sentences, paragraphs, and interpretive arguments in Standardized American English across a range of academic genres.

Additionally, students who successfully complete this course will be able to demonstrate awareness of and abilities in four Core Objectives as defined by the Higher Education Coordinating Board of the State of Texas. These are:
- Critical Thinking Skills (CT) - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills (COM) - effective development, interpretation and expression of ideas through written, oral and visual communication
- Social Responsibility (SR) - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility (PR) - ability to connect choices, actions and consequences to ethical decision-making

For more information, see http://www.thecb.state.tx.us/index.cfm?objectid=427FDE26-AF5D-F1A1-E6FDB62091E2A507
Required Texts
ISBN-10: 0142437166

ISBN-10: 0812981766

Poe, Edgar Allan. The Narrative of Arthur Gordon Pym of Nantucket, and Related Tales.
ISBN-10: 0199540470

Assignments
Sentence-Level Wednesdays. 15%
Annotation Assignment. 20%
Final Exam. 20%
Definition/Interpretation Paper. 30% (proposal 10%; final paper 20%)
Participation. 15%

Sentence-Level Wednesdays. Throughout the course of the semester, we will have five (5) days designated as “Sentence-Level Wednesdays.” On those days, you will bring your bluebook or other small notebook to class; you will be prepared to participate in and contribute to our writing workshop for the day. Twice during the semester, I will collect your bluebook/notebook for grading. These days will often have short readings associated with them, but they will mainly work as a space to talk about academic writing, to review/introduce the compositional conventions of Standardized American English (SAE), and to practice composing at the sentence and paragraph levels. You may make up one (1) missed Sentence-Level Wednesday; after that, absence from Sentence-Level Wednesday can rapidly and drastically affect the relevant portion of your grade.

Annotation Assignment. During the semester, we will read two major novels: Poe's The Narrative of Arthur Gordon Pym (1838) and Mat Johnson's revision, Pym: A Novel (2012). While we read these connected texts, we will also undertake a group annotation project through Genius.com. Through this project, we will (1) build together a robust set of notes, historical details, and responses to the text (2) practice annotation and contextualization as strategies for reading and writing (3) practice connecting ideas, themes, characters, and events across two linked works of fiction (4) participate in a course-wide conversation about literary texts in English. Specifically, the assignment will require three total annotations from each student in the digital edition of Poe's Narrative through Genius.com. Each annotation will fulfill specific expectations and goals as detailed in the assignment sheet. This project will have several due dates throughout the semester.
**Definition/Interpretation Paper.** For the final paper in ENGL 2333, students will develop a sustained, original argument in the service of an argumentative thesis. The purpose of this assignment is twofold: (1) students identify a cultural, historical, or literary idea and provide an informed, original definition of it and (2) students develop and present an argument (including supporting examples, outside sources, and original analysis) that applies that term and its definition to an interpretation of the text. For example, you might develop a definition of "post-modern literature" and argue that Poe's Narrative fulfills those criteria even though it was written in 1838; you might provide a definition of the "imperial gaze" and describe how Elizabeth Bishop's "XYZ" poems participate in that tradition. I will provide a preliminary list of appropriate ideas/terms. This assignment includes a grade for the proposal (10%) as well as the paper itself (20%)

**Specific Course Policies.**

**Class Participation.** Success in literary and cultural criticism requires good communication and productive interaction, so attending class and contributing usefully to discussion are important parts of the final grade in this class. It will be difficult, if not utterly impossible, to retain the important aspects of class discussion without some textual marking and active reading practices, so bring the appropriate text to class every day and be ready to write in it. Students who are routinely without hard copies (either bound books or, when appropriate, printouts) will lose participation points. While you need not contribute to class discussion on every single day we meet, every student should arrive to class prepared by having done the reading and considered a question or two about the text. Asking informed and productive question is as important as answering them!

During the course of the semester, I will give unannounced reading quizzes and require assorted extra activities, such as mini-presentations on passages of text or work with secondary critical material. All such activities will count toward the class participation grade.

**Class Attendance.** Students are allowed a maximum of three (3) absences. All absences count equally, irrespective of the cause, and students who exceed 3 absences will be penalized .05 points on their final grade for every absence over the limit.

Notes:
- Students who participate in university-sanctioned activities should meet with me during the first week of classes.
- If you are unable to attend class, you do not need to email me to explain the circumstances. You should contact another student in class and copy his/her notes.

For more detail, consult TAMU-CC’s “General Academic Policies and Regulations."

http://catalog.tamucc.edu/content.php?catoid=6&navoid=177

**Communication.** As members of a learning community, everyone is expected to be up-to-date and responsible for any changes or additions to the course schedule. I will be using your TAMU-CC email, through Blackboard, to send messages about readings, assignments, and assorted matters to the class throughout the semester. It is imperative to check email regularly and stay aware of what is happening in and outside of the classroom. I will also take my communication responsibility to you seriously: if I have not responded to an email within 24 hours, do not hesitate to follow up. Be advised that emails sent after 10pm will not be read until the following day.

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Technology. There will often be required supplementary readings posted to Blackboard; these should be printed out on hard copy, or students can bring a digital reading device, such as a Kindle, to class. The use of laptops in class has been found to lower course grades for the students who use them (see this article, one of several: https://www.washingtonpost.com/news/wonk/wp/2016/05/16/why-smart-kids-shouldnt-use-laptops-in-class/) Thus, laptops and tablets will not be considered appropriate digital reading device for class; students using laptops, tablets, or cell phones during class will be considered absent for the day.

Work Policies. All late work will lose 1/3 of a letter grade each day for as long as the assignment continues to be overdue. Students must complete all major assignments (as listed in the syllabus) in order to pass the course.

General Educational Policies.

Dropping a Class: Although I hope we will learn together for the course of this semester, sometimes a student must drop a course. Please see me if you are considering doing so. 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. November 6 is the last day to drop a class with an automatic grade of “W” this term.

Plagiarism and Academic Misconduct. TAMU-CC identifies “Academic Misconduct” as “engaging in an act that violates the standards of the academic integrity policy as described in the Student Code of Conduct and Procedure for Academic Misconduct Cases.” Specific to our leaning community, academic misconduct includes plagiarism, the act of using someone else’s words and ideas without attribution. The TAMU-CC Student Code of Conduct defines Plagiarism as “Intentionally, knowingly, or carelessly presenting the work of another as one’s own without proper acknowledgement of the source, with the exception of information that is generally accepted as common knowledge.

Examples:
- Using another’s work from print, web or other sources without acknowledging the source.
- Quoting from a source without citation.
- Using facts, figures, graphs, charts or information without acknowledgement of the source.
- Using a past assignment the student has completed as a portion of a new assignment, without providing citation.

Please note that without instructor permission, this is also considered a multiple submission violation.

We will discuss MLA citation style and the appropriate use of academic sources and conventions throughout the semester. Please do not hesitate to ask me any questions about academic misconduct and academic integrity at anytime. If you are discovered plagiarizing you will automatically receive an "F" for the paper, or depending on the severity, for the class, and will be reported to the appropriate officials for further disciplinary action. See the TAMU-CC Student Code of Conduct for more detail.

http://judicialaffairs.tamucc.edu/studentcofc.html

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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 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. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

Disabilities Services. 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, Room #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.

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 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.
Proposed Schedule.

NB: Instructor reserves the right to make changes to the course schedule as necessary.

Week 1: Aug. 24 – 26. Introductory material
Reading: from Gilroy, Paul. The Black Atlantic

Week 2: Aug. 29 – Sept. 2.
Reading: Blum, Hester. “Oceanic Studies”
from Equiano, Olaudah. The Interesting Narrative

Week 3: Sept. 5 – 9
Reading: from Equiano, Olaudah. The Interesting Narrative

Week 4: Sept. 12 – 16
Reading: British Romantic Poetry

Week 5: Sept. 19 – 23
Reading: Poe, EA. The Narrative of Arthur Gordon Pym

Week 6: Sept. 26 – 30
Reading: Poe, EA. The Narrative of Arthur Gordon Pym
Annotation Assignment I

Week 7: Oct. 3 – 7
Reading: Poe, EA. The Narrative of Arthur Gordon Pym
Annotation Assignment I

Week 8: Oct. 10 – 14
Reading: Tourism on the Water

Week 9: Oct. 17 – 21
Reading: Gulf of Mexico stories
Paper Proposal

Week 10: Oct. 24 – 28
Reading: Women Poets and Waterways. Elizabeth Bishop, Audre Lorde

Week 11: Oct. 31 – Nov. 4
Reading: Johnson, Mat. Pym

Week 12: Nov. 7 – 11
Reading: Johnson, Mat. Pym

Week 13: Nov. 14 – 18
Reading: Johnson, Mat. Pym

Week 14: Nov. 28 – Dec. 2
Reading: Hawaiian stories
Paper Final Draft Due

Week 15: Dec. 5 – 7
Course Conclusion

Finals Week: Dec. 8 – 14