Why does diversity matter? What is the significance of reading literature through multicultural lenses? How can reading the works of authors that hail from a variety of backgrounds and time periods enhance our cultural competence and make us better humanists? These are a few of the questions that will frame our approach to this course, which is designed to equip new majors and minors with the tools necessary for success in the field of Literary Studies. We also welcome students from a range of disciplines that are interested in developing their writing and thinking skills. In particular, we will learn to read and respond critically to literature from a range of genres—poetry, film, short story, drama, and the novel. The course will consist of a combination of lecture, group discussion, collaborative work, outside research, and individual writing assignments (blogging and formal academic essays). In the process, students will develop critical reading and writing skills that draw from cross-cultural reference points.

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;
3. create an argument about a text using library resources to produce a documented research paper; and
4. understand and apply critical theory to a few primary sources.

Required Reading:

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


Email:
- Check your 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 Dr. 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 (25%).
2) Midterm essay (25%).
3) Final essay (30%).
4) Group presentation (10%).
5) Attendance/participation (10%)

Please type and staple all papers!

1) Blog posts: You must post on the course blog (http://introenglish001.blogspot.com/) each week that it is assigned, and the post will be due three hours before that day’s class. 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 post). Also, be sure to include at least one direct quote from the text that you can expand upon in your analysis. Please type your responses initially in a word document and save them somewhere on your computer. From the word doc, copy and paste 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, interactiveness (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 long weekend to complete this essay.

3) Final 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 also submit an annotated bibliography as part of your grade.
for this paper. You will have to submit both the annotated bibliography and the final paper to SafeAssign on Blackboard to receive credit for this assignment.

4) **Group Presentation**: Working with 2-4 other students in the class, you 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. Be creative! Please do not read from a prepared essay or from a PowerPoint presentation (though PowerPoint can be used). You should encourage class involvement and moderate class discussion by asking at least two discussion questions to end the discussion. Please feel free to meet with me before your presentation. To receive credit, you will also be required to hand in a report that asks you to comment on the productivity and contributions of your classmates.

5) **Attendance and Participation**: Class will be conducted through a combination of lecture and discussion, with a strong emphasis on discussion. Everyone is expected to attend class, to have the assigned reading finished on time, to bring the assigned book to class, and to participate actively in classroom discussions. You will also be given occasional in-class writing assignments. It is important that you try to make all of the classes that you can. **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 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.

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. **November 15** 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 offense. 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 paper, or depending on the severity, 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. I am certified as a Green Zone ally and Safe Zone ally. I am also the faculty advisor for the TAMUCC Pride Alliance. I am an advocate for diversity on campus and in the classroom.

Grade Appeals: As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (available at http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf). 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 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**: 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.

**A Note about “Campus Carry”**: With the recent establishment of “Campus Carry” legislation in the State of Texas, all those that are at least 21 years of age and have a permit may now carry concealed firearms on campus (with the exception of restricted zones, which are clearly marked with signage). Our classroom is not a gun-free zone, nor is my office. By law, I cannot restrict you from exercising the right extended to you by the Campus Carry initiative, but I hope that you might consider contributing to the spirit and ethos of the safe space mentality that I seek to establish in the classroom and in my office. Please feel free to talk with me about this issue. You may also consult a representative from the office of Student Engagement and Success, an employee from the campus police department, or a member of the ICARE community. For more information about Campus Carry, please consult the TAMUCC website at [http://campuscarry.tamucc.edu/](http://campuscarry.tamucc.edu/) and [http://www.tamus.edu/campus-carry-rules/](http://www.tamus.edu/campus-carry-rules/)

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):**
(Nota that the asterisk (*) denotes your reading and assignments are due the next class.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading and Assignments</th>
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<tr>
<td>T 8/29</td>
<td>Introduction to syllabus and course.</td>
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| Th 8/31| UNIT 1: THE SHORT STORY AND MULTICULTURALISM  
Marilyn Edelstein, “Multiculturalisms: Past, Present, and Future” (on e-reserve)  
| T 9/5  | “Plot” (82-89)  
| Th 9/7  | “Narration and Point of View” (160-63), Edgar Allen Poe, *The Cask of Amontillado* (164-70), and Jamaica Kincaid, *Girl* (170-71).  
**Blog Post #1 Due** |
| T 9/12 | “Setting” (240-45)  
Anton Chekhov, *The Lady with the Dog* (250-62)  
**Group #1 to present on Chekhov.** |
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<th>Date</th>
<th>Event</th>
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| Th 9/14 | Paula Moya, Introduction to *The Social Imperative: Race, Close Reading, and Contemporary Literary Criticism*  
                  Toni Morrison, *Recitatif* (200-15)  
                  **Blog Post #2 Due** |
| T 9/19 | “Symbol and Figurative Language” (285-89).  
                  Group #2 to present on Danticat. |
| Th 9/21 | “Theme” (334-37)  
                  **Blog Post #3** |
| T 9/26 | **UNIT 2: POETRY**  
                  Introduction to Poetry  
                  How to scan and read poetry. |
| Th 9/28 | “The Sounds of Poetry” (including poems by Chasin, Fearing, Pope, Coleridge)  
                  Listen to Bob Dylan’s Mr. Tambourine Man and Mos Def’s Hip Hop, and follow along in your anthology (853-55). Practice, annotate for scansion on these songs.  
                  **Blog Post #4 Due** |
| T 10/3 | Work on scanning, establishing readings of poetry based on scansion.  
                  **Group #3 to present on either Mos Def or Bob Dylan.** |
| Th 10/5 | “Speaker: Whose Voice Do We Hear?” (707-15, including poems by Kennedy, Browning, Atwood, Wordsworth, Parker).  
                  “The Sonnet” (889-95, including sonnets by Petrarch, Constable, Shakespeare, Milton, Wordsworth, Keats, Barrett Browning, Rosetti).  
                  **Blog Post #5 Due** |
| T 10/10 | “Harlem Renaissance,” 1007-1025.  
                  **Group #4 to present on poem of their choosing (from Harlem Renaissance section).**  
                  Finish up unit on Poetry.  
                  Take-home mid-term essay handed out in class (1 week to complete). |
| Th 10/12 | Harlem Renaissance (cont): Readings TBA |
| T 10/17 | **Mid-term Essay Due (uploaded to Blackboard)**  
                  **UNIT 3: DRAMA**  
                  Introduction to Drama. Watch scenes from *A Raisin in the Sun.* |
<p>| Th 10/19 | Lorraine Hansberry, <em>A Raisin in the Sun</em> (1460-1534) |
| T 10/24 | Lorraine Hansberry, <em>A Raisin in the Sun</em> (1460-1534) |
| Th 10/26 | <strong>No class: Dr. Farr invited speaker at Yale University.</strong> |
| T 10/31 | Finish Hansberry, watch filmic adaptation. |</p>
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<tr>
<th>Date</th>
<th>Event Description</th>
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<tr>
<td>Th 11/2</td>
<td><strong>Blog post #6 Due</strong></td>
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<td>T 11/7</td>
<td><strong>UNIT 4: FILM</strong></td>
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<td>Discuss elements of film</td>
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<td>Begin screening of <em>Moonlight</em></td>
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<td>Th 11/9</td>
<td><strong>UNIT 5: RESEARCH AND THE NOVEL</strong></td>
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<td>Finish <em>Moonlight</em> and class discussion</td>
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<td>T 11/14</td>
<td><strong>GROUP to present on Moonlight</strong></td>
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<td>Th 11/16</td>
<td><strong>Class held online: Dr. Farr invited speaker at SUNY-Stony Brook.</strong></td>
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<td><em>Persuasion</em> (45-88)</td>
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<td>T 11/21</td>
<td><strong>Class held online</strong></td>
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<td><em>Persuasion</em> (88-121)</td>
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<td>Th 11/23</td>
<td><strong>No class: Thanksgiving</strong></td>
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<td>T 11/28</td>
<td><em>Persuasion</em> (121-198)</td>
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<td><strong>Blog Post #8 Due</strong></td>
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<td>Th 11/30</td>
<td><em>Persuasion</em> (198-238)</td>
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<td><strong>Annotated Bibliography due.</strong></td>
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<td>T 12/6</td>
<td><em>Persuasion</em> (238-end)</td>
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<td><strong>Writing workshop: bring in a 4-6 page draft of your final paper.</strong></td>
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<tr>
<td>Th 12/8</td>
<td><strong>No class (Reading Day):</strong></td>
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<tr>
<td></td>
<td><strong>Final Paper due (uploaded to Blackboard)</strong></td>
</tr>
</tbody>
</table>

Final exam day: Tuesday, Dec 12, 8-10:30 AM