**Course Description:**
In *Virginia Woolf Icon*, critic Brenda Silver has persuasively argued that Virginia Woolf’s cultural circulation often invokes fear; Silver suggests that Woolf’s sexuality, gendered body, and generic hybridity have constructed her as a “border-defying monster” (27). In this course, we will read a wide range of Woolf’s literary output including novels, short fiction, essays, diary entries, and letters. By focusing on a single author’s work, we will have the unusual joy of fully immersing ourselves in the vast variety of Woolf’s border-defying monstrosity.

**Course Texts:**
The vast majority of materials will be made available online and will need to be printed and brought with you to class—Thus, please be sure to factor in this printing cost into your course budget.

**Available at the TAMUCC Bookstore:** (or order online but be sure to get these editions)
- *Jacob’s Room* (1922) (ISBN 9780156034791)
- *To the Lighthouse* (1927) (ISBN 9780156030472)
- *Orlando* (1928) (ISBN 9780156031516)
- *Between the Acts* (1941) (ISBN 9780156118705)

**Available on Blackboard**
(Will need to be printed out and brought to class):
And a large selection of additional theoretical and critical texts on Blackboard
Essays from *The Common Reader Series* and selections from Woolf’s short fiction and memoirs including:
Selections from Brenda Silver’s *Virginia Woolf Icon* and other critical texts.
Student Learning Outcomes & Course Goals:
I have designed the course to help you develop and hone the following skills:

* The ability to closely and persuasively analyze Woolf’s literary output across a variety of genres including novels, short fiction, life writing, letters, and diary entries.
* The ability to think critically and to argue (verbally and in writing) about both the micro and macro levels of texts (i.e. at the level of the sentence, the paragraph, the chapter, and the structure of the whole book or story).
* The ability to engage with literary criticism (both Woolf’s and other critics’) and to use these materials to deepen your engagement with primary texts and to enhance your ability to think about texts in complex ways and from multiple perspectives.
* The ability to combine and fuse interpretive strategies to open up texts.

I aim for you to emerge from the semester with a complex understanding of Woolf as a “border-defying monster” and as a cultural icon.

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>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence Analysis Post</td>
<td>50</td>
</tr>
<tr>
<td>Common Reader Series of Blog Posts (4 over course of term)</td>
<td>200</td>
</tr>
<tr>
<td>Epistolary Responses to Woolf</td>
<td>100</td>
</tr>
<tr>
<td>Final Research Paper</td>
<td>400</td>
</tr>
<tr>
<td>Collaborative Presentation on Woolf’s Afterlives</td>
<td>100</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>150</td>
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Course Grading Scale:
890-1000: A
790-890: B
690-790: C
590-690: D
590 or below: F

Assignments and Policies:
Sentence Analysis Post (50 points): This semester you will practice and develop your analysis skills working with a single sentence from Woolf’s novel Jacob’s Room that you will post to our course blackboard site. This short (1-2 page) response will be directed by more specific instructions (i.e. you will respond to a question or prompt that I post) and will always be submitted electronically via the Discussion Board area on our course Blackboard site. This short early assignment is meant to encourage you to write-to-learn and the emphasis is placed on the process of closely engaging with Woolf’s intricate sentences. The response 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 post, then you will be awarded full credit for this 50 points of your final grade. Late responses (after the due date and time but within 24 hours) will receive ½ credit. Any response posted later than 24 hours after the due time will not be read and will receive a 0.
Common Reader Series of Blog Posts (200 points): Over the course of the semester you will sign up for 4 different weeks where you will write a 2 page paper in the style of Woolf’s Common Reader Series essays where she responds to the work of different authors. Woolf’s model essays will be available on Blackboard for you to read and work from. In essence, you will learn to read like Woolf and then apply her approach to her own fiction as your primary text for reflection will be the Woolf text we are reading for that week’s class. Each paper will be worth 50 points. I will pass out the sign up sheet on the first day of class.

Epistolary Responses to Woolf (100 points): (Collection of 3 letters Due Sunday October 22 by midnight on Blackboard): This creative assignment will ask you to address Woolf in a series of letters that directly respond to her letters (a selection of her correspondence will be posted to Blackboard). You can choose to adopt the persona of a superfan of her writing, a family member who is reading her texts, or a literary rival. The goal is to have fun imagining that you could actually have a dialogue with Woolf and also engage with her about the specific material we’ll be reading. Each of your letters must focus on a different one of our course texts and ask her specific questions about the text. An assignment sheet with more specific guidelines, advice, expectations and grading criteria will be handed out in class.

Final Research Paper: (400 points total)

- Annotated Bibliography (100 points) (Due Sunday December 3rd by Midnight on Blackboard)
- Research Essay (300 points) Due Wednesday December 13th by 7:15 pm on Blackboard

This research paper will build on your engagement with Woolf as a writer in your earlier assignments and will allow you to develop and extended critical argument about one of Woolf’s texts. You will need to incorporate at least 4 useful critical sources in your final research paper and you will also turn in an Annotated Bibliography that will include a draft of your thesis statement and ¾ page – 1 page annotations about 4 critical sources. These sources must be current and scholarly (they must be found through Project Muse or Jstor and they must be from respected academic journals or books from our library’s collection or Interlibrary loan. You will be practicing scholarly research as well as analyticalargumentation in this assignment. An assignment sheet with more specifics will be handed out in class.

Collaborative Presentations on Woolf’s Afterlives (100 points): You will work in teams of 4-5 students to develop a multi-media presentation that focuses on 1 particularly interesting example of a cultural afterlife of Woolf in contemporary popular or literary cultures. We will be using Brenda Silver’s Virginia Woolf Icon as a model for thinking about Woolf as an enduring icon and cultural presence. These presentations are intended to be fun and creative and you will be given time in class to work with your group to prepare your presentation. Presentations will be given in lieu of a formal final exam on Wednesday December 13th during our class final exam time slot (7:15 – 9:45 pm).

Attendance & Participation (150 points): 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, 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. For our frequent Blackboard readings (i.e. the electronically circulated ones), you will need to print them out, follow all the instructions for marking up your texts as above, and bring them to class with you in order to effectively participate on those days (and to earn full points for each class day).
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 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 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 Sunday at Midnight it will be marked 1/3 grade down if it is turned in after then but before Thursday by Midnight; if it is turned in after Midnight 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.

The 24-Hour Rule: Please wait 24 hours after I return your graded paper before you come to discuss that paper with me. If you would like to discuss your paper with me, please come to my office hours or schedule an appointment (I often require several days notice if you need to make an appointment outside of office hours). Please come prepared with a short paragraph write-up of your response to my comments on your paper.

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
I have also included the link below to the procedures for student academic misconduct cases. Please read the information found here as well: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.04_student_academic_misconduct_cases.pdf

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:
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.

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. Wednesday November 15th is the last day to drop a class with an automatic grade of “W” this term.

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.

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:  
All Readings are due on the date that they appear

Week 1:  
W Aug 30: Introductions & Syllabus Review. In class: Activity with “The Mark On the Wall” and Woolf’s Letters and Diary Entries. **Common Reader Series of Blog Posts Assigned.**

Week 2:  
W: Sept 6: *Jacob’s Room* (1922) (Chapters 1 – 7) and “Modern Fiction” (Blackboard)

Week 3:  
Sunday September 10th: Sentence Analysis Post due by MIDNIGHT to Blackboard  
W Sept 13: *Jacob’s Room* (1922) (Chapters 8 – 14 (end of novel)) and “Mr. Bennett and Mrs. Brown” (Blackboard).

Week 4:  
W Sept 20: *Mrs. Dalloway* (1925) (pages 3 – 100 (stop at top after “she did not like that man”)

Week 5:  
W Sept 27: *Mrs. Dalloway* (1925) (100 – 190 (end of novel)).

Week 6:  
W Oct 4: *To the Lighthouse* (1927) (“The Window”)

Week 7:  
W Oct 11: *To the Lighthouse* (1927) (“Time Passes” and “The Lighthouse”)

Week 8:  

Sunday October 22: Epistolary Responses to Woolf due by MIDNIGHT posted to Blackboard

Week 9:  
W Oct 25: *Orlando* (Chapters 1 – 3)

Week 10:  
W Nov 1: *Orlando* (Chapters 4 – 6)

Week 11:  
W Nov 8: *Three Guineas* (1938) (“One”) & *On Being Ill* & “The Death of the Moth” (Blackboard)

Sunday November 12th: All Common Reader Series Posts Due by MIDNIGHT to Blackboard.

Week 13:  
W Nov 15: *Three Guineas* (1938) (“Two” and “Three”)

Week 14:  
W Nov 22: Reading Day – No Class
Week 15:
W Nov 30: *Between the Acts* (1941)

**Sunday December 3rd:** Final Paper Annotated Bibliography Due

Week 16:
W Dec 6: *Between the Acts* (1941)

**Final Meeting:**
W Dec 13 from 7:15 – 9:45 pm: Final Research Paper Due at Start of Scheduled Exam Time: Due by 7:15 pm (submitted electronically through Blackboard).
Collaborative Group Presentations on Woolf’s Afterlives during our Exam period.