

Dr. Kathryn Jacobs
Hall of Languages 227
903 886-5235
Kathryn.Jacobs@tamuc.edu

Class Hours: Online Class,
Selected Wednesdays 4:00 PM

Office Hours: T/Th 9:30-11:00
or by appointment

Syllabus

English 2331.001

Spring 2020

Week One: **See the Course Description re Free Texts and Project Gutenberg**
Read *Oedipus Rex*
Read my lecture.

Note: All reading assignments will be accompanied by mandatory online lectures.

Week Two: **Finish *Oedipus Rex***
Begin *Lysistrata*

Week Three: **Finish *Lysistrata***
Chat Wednesday at 4:00 PM on Oedipus and Lysistrata

Week Four: **Read Marie De France's *Lanval* and *The Werewolf***
Read Chaucer's *Miller's Prologue* in translation.

Week Five: **Read Chaucer's *Miller's Tale***
Read *Wife of Bath's Prologue and Tale*
Chat Wednesday at 4:00 PM on Marie and Chaucer

Week Six: Dante's *Inferno* Cantos 1-6, 8-9, 13, 15, 25-26.
Dante's *Inferno* 8-9, 13, 15, 25-26.
Inferno 32-34.

Week Seven: **Begin Explication papers.** (see Course Description for details).
Explication papers require no research, but they must have a clear argument. You may pick anything we read for class: either one specific assignment, or a comparison/contrast. Be careful not to over-generalize.

Read Shakespeare's Sonnets # 3 20, 73, 130, 138, 144
(Shakespeare will NOT be included on the Midterm).

Chat Wednesday 4:00 PM on Dante

- Week Eight:** **Take Exam**
- Explication Due Saturday, Week Eight.**
Turn it online or email it. If you email it, re-send within 24 hours unless you receive confirmation from me that I received it.
- Read** John Donne The Flea, The Sun Rising, The Indifferent, The Canonization, To His Mistress Going to Bed.
- Read** Donne Sonnets 10, 14.
- Week Nine:** **Read** Marlowe's *Doctor Faustus*
- Chat Wednesday 4:00 PM on Dr. Faustus**
- Week Ten:** **Read** *Hamlet* acts 1-3
- Week Eleven:** **Read** *Hamlet* 4-5
Chat Wednesday 4:00 PM on Hamlet
- Week Twelve:** Swift's Gulliver's Travels, Part 4: A Voyage to the Houyhnhnms
- Week Thirteen:** **Finish** Swift's Part 4
Thanksgiving Holiday
- Week Fourteen:** **Read** Browning's Porphyria's Lover and My Last Duchess
Arnold's Dover Beach
Hardy's Darkling Thrush and The Ruined Maid
Hopkins: God's Grandeur, Pied Beauty, Spring and Fall
- Chat Wednesday, 4:00 PM on Poetry**
- Week Fifteen:** Hopkins Carrion Comfort, No Worst, there is None, I wake and feel
Read The Love-Song of J. Alfred Prufrock and prepare your explication paper.
- Explication Paper due via email Friday night Midnight**
- Final Exam:** **Sunday-Tuesday of Exam Week**

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Class Hours: MWF 1:00-1:50
Office Hours: MWF 8:30-9:00
MWF 11:11:30

Course Description

Texts

Free Texts: To save you money, the texts for this course are all legally available without cost from Project Gutenberg. And to make finding them as easy as possible, I have copied most of them directly from Project Gutenberg, and then attached them to the online enhanced portion of this course, under DocShare or its equivalent (the university is in the midst of changing its online server, so names may change).

If you have any trouble finding or accessing my copies however, just use whatever search engine you're used to find Project Gutenberg, and secure the text there; I have copied them for your convenience only. In other words, responsibility for finding the class and bringing them to class belongs to you.

It is likewise up to you whether you wish to print the text and bring it to class, or access it digitally. You are welcome to bring your devices for reading online, if you choose. Yes, I am aware that people now than then do something else on the devices in class, but they are the ones who suffer in the long run, and I am not a policeman. Those who participate and pay attention almost always do better on the tests.

There is of course one DISADVANTAGE to free texts: I can't cite by page number, in class. This generally works better than you'd think however. For one thing, I can give you the chapter, and tell you roughly where the passage I'm quoting is (ie 3 pages in, my text). Generally there are only 2-3 possible editions available, and the first person to find the page calls it aloud. In short, we'll work around it.

Course Objectives:

This class is my version of what used to be called a Great Books Course. As such, it is not designed principally for English majors (though the latter are definitely welcome). Instead, this course is designed to be a college-level introduction to some of the most influential works of Western literature. The works assigned may seem foreign at first, since most of them were the product of cultures divorced from ours either by geography, time period, or both. Generally speaking, we are not the "target audience" that the author was aiming for; that audience spoke a different language, had a different education, and made different assumptions about the world from our own. In short, it will be the work of this course to "read through" such differences and identify the humanity within that we all have in common.

Student Learning Outcomes:

1. The student will learn to identify familiar literary devices in historically influential texts from different cultures.
2. The student will learn to make a clear and well focused argument, explicate text, and use the latter as evidence to support their argument.
3. The student will learn to analyze basic poetic forms, to identify variations in form, and to explain how such variations are related to content.

Venue

This is an online class that blends reading, lectures, Chats and exams. All readings will be accompanied by lectures. Some weeks are “silent;” on those weeks you are expected to focus on the readings, read the lectures, and contemplate. Others will include Chats and/or written assignments. Assignments are listed by week; please keep track.

Expectations: How You Will Be Graded.

Exam #1:	20%
Exam #2:	20%
Explication Paper #1:	20%
Explication Paper #2	20%
Chats	20% total; 4% each

Exams: Exams are timed and open book; they may be taken only once and are open only on the days assigned. Questions may require only a few words or 5 sentences; they vary. Generally though I have a fondness for questions that require “active learning.” Thus, I will often ask you to come up with examples of something, and then justify your choices. The first exam will be entirely short answer

Half of that exam will also be short answer, but there will also be an essay question. The short answer questions will focus entirely on what we have covered since the last exam. The final exam however will be comparison/contrast. There will be some element of choice re the texts you choose – but only some, and you will almost certainly have to compare some of the earlier novels to the later ones.

Papers: Both papers will be explications: aim for roughly 7-8 pages each Just because it is an explication however, that does not mean you won’t be making an argument; you emphatically will. Research is not required.

Paper Guidelines: expect to write a roughly 1500-1800 word paper, crafting an argument with a clear focus. You are NOT trying to “summarize” a text; you are making an argument and then using your explication to support your argument. This means it cannot be a mere ‘theme’; you are making an assertion and organizing selectively chosen evidence step by step to support it. Please do not argue that an author is good, or pollution is bad; please do not try to re-prove something I have already established

in my lectures.

Method: yes, quoting skillfully from selected passages and then discussing those passages are important steps to developing a good paper. But do not allow the quotations to overwhelm your own ideas. They should support your arguments, not stand in for your arguments and explanations. Do not let the texts “speak for themselves.” Explain what the passages mean and why they are important within the context of your argument. Avoid relying solely on commonplace observations “Achebe objects to racism in Conrad”: instead, explain the significance of such facts as you understand them. Likewise, avoid unsupported and/or irrelevant matters of opinion such as “Conrad is a boring writer.” You should also focus on specific details such as imagery and figurative languages, explaining what they might suggest.

Do not merely *summarize* the readings or parts of them; do not provide plot synopses. Do not generalize beyond what the evidence (the texts themselves) allows. Do not regurgitate class discussions or other comments, and do not imply list facts or opinions. Instead, craft a cohesive argument that provides insight into the text or texts you choose to discuss.

Your thesis should contain both a central claim and an indication of this claim’s importance, which should provide insight into your selected text(s). This will serve as your primary argument throughout the paper. Please take a discursive appropriate for a college-level audience, avoiding both slang and critical jargon. Your essay should be well polished and cohesive, including transitions between paragraphs and thought shifts. Spelling mistakes and typographical errors may affect your grad negatively.

For this assignment I want you to use only primary texts, that is only the main text or two texts you choose to write about. There is no need for you to consult criticism or Websites for additional information or inspiration. Here, I am interested in *your* understanding of these works, not what anyone else has to say. Your thoughts are very valid, and you needn’t worry about embellishing them with some other kinds of critical authority.

Focusing on more than one text may give you more to discuss, but you should consider also that this approach will make it even more important for you to concentrate on specific elements than it would be if you choose to write about a single work. A comparative focus, however, allows you to compare distinct works in order to get others to consider them in new ways: that is a noble and chivable goal. Be creative and original in your focus, but make sure that you can support that focus.

Chats: There will be six Chats during the course of the semester: all of them are on Wednesday at 4:00 PM, and all of them are marked on the syllabus. Just go to the Contents page, go to that week, and click on the chat at the bottom of the lecture. I will provide a prompt at the start of "class," and we will spend an hour discussing it. Everyone who participates in a thoughtful and meaningful way will be credited; mere agreement or restatements however will **not** be credited. To participation credit you must make an observation requiring explanation and/or evidence.

Chats are required. Bc something comes up even in the best-ordered lives however, you are only required to participate in 5 of the 6 chats. Each chat is worth 4% for a maximum of 20% of the course.

Policy Statements

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

ADA Statement

Students with Disabilities

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url: <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Grievance Procedure

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Department Head or Assistant Department Head by completing a Student Grievance Form (available in the main office, HL 141). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult University Procedure 13.99.99.R0.05 (“Student Appeal of Instructor Evaluation”).

Collection of Data for Measuring Institutional Effectiveness:

In order to measure the level of compliance with the university’s Institutional Effectiveness guidelines, throughout the semester, I will collect some of the ungraded texts you produce. The texts will be part of a portfolio created on your behalf and will be measured to ensure that our program “promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation” (see “Department of Institutional Effectiveness,” <http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx>). This is solely an assessment of program effectiveness and in no way affects students’ course grades or GPAs.