



**ENG 2331 - US-Lit of Western World
Syllabus Fall 2021 and Spring 2022**

Instructor: Mary Kathleen Krumnow

Office Location: B141 at RCHS

Office Hours: 8:00-8:30 M-F; 3:50-4:40 M, T, and R

*****Virtual Meetings can also be arranged during these times. Students may use the “record” feature in D2L during live virtual sessions. Students who choose to opt out of in-person sessions may still complete the course online.**

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COURSE INFORMATION

Textbook Required:

Elie Wiesel: *Night* (Paperback - Revised Ed.); 2006 Edition;

ISBN-13: 9780374500016; ISBN-10: 0374500010 **We will be reading an online version of the book that is free.**

All other texts will be provided digitally.

Literature of the Western World. Three semester hours. A study of selected works of fiction, poetry, and drama in the literature of western civilization from classical times to the present. Prerequisite: 1302

ENG 2331 is designed to provide undergraduate students with an opportunity to familiarize themselves with a critical understanding of literature from the past to the present—and make connections among the works read in class as well as connections to the state of humanity presently. In this particular iteration of ENG 2331, the emphasis is on understanding common themes that point to the human condition throughout time. Further, the course seeks to provide students with a particular set of skills that can be

used to recognize, probe, critique, and respond to works of literature across different forms of media to recognize these inherent traits of humanity. The course will encourage students to become comfortable with intellectual interactions with any given work of literature. Indeed, literature—as a creative process, as an immersive experience, as a cultural artifact—helps prove and define who we are as humans. This course is an exploration of the expansive field of literature as it conveys the human experience. As we trace our way through the major literary modes such as fiction, poetry, drama, and graphic narrative, we will work to develop a model of literary criticism—a specific procedure or rules of engagement that will allow for a deeper understanding of a given work of literature. This journey will make students more cognizant of the structural, thematic, social, political, and interpretive features that undergird the changing world. Students should plan to engage in productive discussions based on the readings as well as to compose critical essays over each of the literary forms we will study.

Course Objectives:

- Students will demonstrate their understanding of literary forms.
- Students will hone their ability to write a critical essay.
- Students will create an original project linking the course's literature to current life as a culminating activity.

Student Learning Outcomes

1. Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.
2. In written, oral, and/or visual communication, students will communicate in a manner appropriate to the audience and occasion, with an evident message and organizational structure.
3. Students will understand and practice academic honesty.
4. Students will demonstrate awareness of societal and/or civic issues.

COURSE REQUIREMENTS**Technical Skills Needed**

Examples include: Using the learning management system, using Microsoft Word and PowerPoint, G Suite, and using presentation and graphics programs, etc.

Student Responsibilities or Tips for Success in the Course

Students will be required to read the assigned text *before* class in order to participate in class discussions. Materials other than the text will be uploaded or distributed in class as necessary. Assignments are due on the date in the syllabus with few exceptions.

Instructional Methods

Daily face-to-face course with multiple types of instruction—lecture, texts, videos, and student-led projects. By the end of this course, the class will have read an array of

literary forms including poetry, fiction, drama, graphic narrative, and nonfiction. During the semester you will complete several major assignments designed to allow you to demonstrate your understanding of a particular piece of literature and its importance to the human experience. The following categories will determine your final grade in this course.

Class participation (preparedness, discussion, in-class activities)

Class participation is vital in class. You should be prepared to discuss several aspects of the readings during each class. Each class should be viewed as a collaboration of an investigative team charged with examining an issue. Everyone's attention and participation is key to this approach. **You will be called on** to discuss some facet of the current topics and to elaborate on these points in discussion.

Essays/Projects/Student-led discussions

Throughout the course, you will compose focused essays concerning the following three literary forms (poetry, fiction, drama). You will engage with the literature in a sustained, focused, critical, and analytical way. You will not consult outside scholarship or writings other than the specified work. Each essay will be 3-4 full, double-spaced pages with one-inch margins in MLA style. The goal of each is to explore one specific component of the given work and argue why the literary work under examination *matters*. Projects will be assigned in groups or individually to explore various themes/topics. Students will lead discussions on an array of topics related to the literature and relevancy of its place in relation to the human experience.

Creative Projects

You will culminate the semester with a creative piece with the same tone and/or theme as one of the pieces we will have read this semester. That is, you will be given the freedom to create an original piece of your own which highlights one of the themes in the course and connects to a past or current event. You will have freedom of choice for this final project. Each project will need to be accompanied by an explanation of 1-2 full pages in length, and will have a rubric for grading which will be given in advance of the project. Presentations of your work will be part of the rubric.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

I will be available during the posted office hours in person or via Google Meets. Please reach out anytime you feel the need to confer, and I can arrange a virtual meeting at other times as well. I am always ready to answer any questions via email also.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

There will be NO opportunities for extra credit, and as a rule, I am not allowed to accept late work; of course, extenuating circumstances will be considered. Please be prepared for class by being on time, reading the assignment in advance, and preparing for class

discussions. We will have an open, seminar discussion frequently over the works read in class. If you are absent on the day of a seminar discussion, you will be required to complete an alternate assignment in the form of an essay or a filmed presentation.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

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/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx).

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

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

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards

of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

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 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@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.

Pandemic Response Statements

A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

COURSE OUTLINE / CALENDAR

Week 1	Introduction, syllabus overview Archetypes of Literature The Greeks (introduction)
Week 2	"Elements of Drama" Mays, pages 772-783 Background for <i>Antigone</i> Handout Begin reading <i>Antigone</i> in class

Week 3	<i>Antigone</i> Seminar discussion <i>Antigone</i> themes activity
Week 4	College Entrance Essay Writing
Week 5	Music as poetry activity Bob Dylan lyrics as poetry; “It’s All Over Now, Baby Blue” “Where Are You Going, Where Have You Been?” by Joyce Carol Oates
Week 6	“A Painful Case” and Ch. 20 <i>How to Read Literature Like a Professor</i> . “The Lottery” by Shirley Jackson Demonstrate theme through tone activity on “The Lottery”
Week 7	“A Very Old Man with Enormous Wings” and chapters 9 and 15 of <i>HtRLLaP</i> . Analysis of supernatural elements in both stories.
Week 8	Literary Analysis Essay: Dystopian and/or Southern Gothic Mays, pages 740-744 (stop at “characters”; begin reading <i>Trifles</i> in class.
Week 9	Overarching Themes, Symbols, Motifs: Comparing and Contrasting Different Genres Feminist Lens Activity with stories and poems “Aunt Jennifer’s Tigers” <i>Trifles</i> by Susan Glaspell “The Story of an Hour” by Kate Chopin
Week 10	Poetry Smorgasbord (Choice Activity)

	Poetry Comparison Mays, page 532-533 “Questions
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	for Comparing Poems”
Week 11	Begin the <i>Night</i> Unit Background: Interviews with Holocaust Survivors
Week 12	<i>Night</i> Comparison of speeches from WWII for persuasion techniques
Week 13	<i>Night</i> “Credo” by Neil Gaiman with discussion/activity Excerpt from <i>Born a Crime</i> by Trevor Noah
Week 14	<i>Night</i> Socratic seminar discussion of thematic links in the semester. Assign PSA Project.
Week 15	Work/Conference on Creative PSA Project Presentations of PSA Project-FINAL LAST DAY/EVALUATIONS/REFLECTIONS