**ENGL 2329 American Literature: Popular Fiction**

**Fall 2014**

Instructor: Cathy Corder, Ph.D.

Office Hours: M 1 – 2pm, Tues 10am – 12noon, and by appointment

Office: Carlisle Hall 523

Email: ccorder@uta.edu

**Course Information**

Course number: 2329-002 Course number: 2329-003

Room: SH 125 Room: SH 125

Meeting times: MWF 9 – 9:50am Meeting times: MWF 11 – 11:50am

**COURSE DESCRIPTION**

The UTA Department of English describes sophomore literature as “an opportunity to help students in all majors become aware that literary studies are relevant to personal, social, and political life,” and a way to “foster enjoyment of literature.” This section of American literature will survey five genres of American popular fiction: the western, detective/mystery, horror, science fiction, and the graphic novel. We will also examine critical essays that analyze each of these genres.

While many would argue that popular fiction is not “real” literature, these stories have much to tell us about our society, our culture, and our own human nature. We will examine various aspects of narrative (point of view, setting, plot, characterization, and theme) and other literary elements (tone, theme, figurative language, etc.) as we explore these different genres.

**UTA Core Curriculum Requirements:** This course satisfies the University of Texas at Arlington core curriculum requirements in Language, Philosophy, and Culture. The required objectives of these courses are the development of students’ critical thinking, communication skills, personal responsibility, and social responsibility. Many elements of this course foster development of these objectives, which are explicitly addressed in the “Signature Assignment” (see below). The Departmental general guidelines for sophomore literature can be found by typing “sophomore literature” in the “Search UT Arlington” box on the University website: [http://www.uta.edu/uta](https://owa.uta.edu/owa/ccorder%40exchange.uta.edu/redir.aspx?C=hVaNUpaIGEG5Vv1DJaD0VkHLCNeJjtFIb5XZdcqLDaJ3Qa4jA9dXchSej9NOK7EefGx9CKCA9UU.&URL=http%3a%2f%2fwww.uta.edu%2futa" \t "_blank).

**Course Goals**

* To encourage students to see that literary studies matter and to foster enjoyment of literature, as students engage with ideas and beliefs in ways that extend beyond the English classroom.
* To help students recognize that literature does not occur as isolated literary events, but as a complex dialogue with cultural and historical contexts.
* To develop students’ ability to read critically by studying a variety of literary elements such as form, structure, and style.
* To enable students to demonstrate their understanding of literary texts and their ability to analyze such texts in writing, in online discussions, and through class discussions.

By the end of the semester, students should be able to do the following:

* Demonstrate their knowledge of a variety of literary terms and elements.
* Identify a variety of literary elements within literary texts.
* Explain and analyze how context shapes the composition, reception, and interpretation of texts.
* Demonstrate their ability to discuss literature using textual evidence to support assertions.
* Conduct research using the UTA Library resources.
* Use correct MLA documentations of primary and secondary sources.

**Required Texts**

*Shane*, Jack Schaefer

*In the Electric Mist with Confederate Dead*, James Lee Burke

*The Shining*, Stephen King

*Maus*, Art Spiegelman

**Short stories and critical essays will be available on Blackboard**

**Class Resources**

On the Blackboard site for this class, you will find the course policies and procedures, the class syllabus, as well as assignment prompts, readings, and additional resources for studying literature. These assignments will give you the opportunity to practice skills that you learned in your first-year writing classes: writing good thesis statements, providing relevant textual evidence, constructing useful commentary on the evidence providence, and making clear connections between ideas.

**DESCRIPTION OF ASSIGNMENTS**

* **Content quizzes:** These are scheduled multiple-choice, short-answer, or essay quizzes that will cover reading, lecture, and class discussion materials up to the date of that quiz.
* **Midterm exam:** This will be a take-home, open-book exam.
* **UTA Signature Assignment:** This includes an essay and a brief presentation. Please see the description below.
* **Class Participation:** Class participation includes coming to class prepared, making thoughtful contributions in response to the readings, asking and answering questions, and presenting a general attitude of interest in the course content. Your participation grade will consist of the following:
	+ **In-class writing (6) – 10 points each**
	+ **Small-group work (6) – 10 points each**
	+ **Participation Self-Evaluation Forms (2) – 30 points each**
	+ **You must have either a hard copy of the reading assigned for class or a laptop available for discussions**. I will not allow you to use cell phones to access readings in class. If you are not prepared for class, I will deduct 10 points from your participation grade.

**Grading**

Your final grade for this course will consist of the following:

Content quizzes (average of 8) 800 points

Midterm exam 200 points

UTA Signature Assignment essay 300 points

UTA Signature Assignment presentation 50 points

Participation 180 points

**Total 1530 points**

Final grades will be calculated as follows:

A 1370 – 1530 points

B 1220 – 1369 points

C 1070 – 1219 points

D 918 – 1069 points

F 917 and below

**UTA SIGNATURE ASSIGNMENT**

**Overview:** The UTA Signature Assignment addresses all four of the course University core curriculum requirements (see above).

* This essay includes the integration of outside sources; it, therefore, requires students to demonstrate personal responsibility as they use the words and ideas of other writers in an accurate and ethical manner. Citing sources properly isn’t just a matter of mechanics. It’s a question of personal responsibility (with real consequences for students) that overlaps with students’ responsibility to the academic community of which they are a part.
* The construction of a clearly articulated thesis statement supported by a careful analysis of textual evidence demonstrates critical thinking and communication skills.
* The development of a well-organized essay that demonstrates the correct use of grammar and other writing mechanics and demonstrates an awareness of the how to appeal convincingly to an audience further addresses the communication objective.
* The critical analysis of the way the selected text engages a significant issue of social responsibility addresses the social responsibility outcome.

**Specific Requirements (Social Responsibility):** Write a well-organized, effectively developed four- to five-page (approximately 1000 – 1250 words) analysis of one of the texts with an accompanying Works Cited page. The Works Cited page does NOT count as part of the length requirement.

* The paper should critically analyze the way that the text engages a significant issue of social responsibility. Possible issues might be, but are not limited to, the following: religion, socio-economic situations, discrimination, the physical environment, family and community, local or regional concerns, culture, ethnicity, gender, or age.
* The paper must integrate two appropriate sources
* You should anchor your paper with a clearly articulated thesis statement and use careful examination of textual evidence to support your claims.
* The paper must have a title
* You must incorporate evidence (i.e., quotations) from the literary text
* You must have a Works Cited page using MLA format

**Responsible Integration of Sources (Personal Responsibility):** You must properly integrate material from two secondary sources into your analysis in a way that gives credit to the authors whose ideas and language you are incorporating. This is not a research paper or a summary of the work of literature, but a paper in which you draw on the selected text and secondary sources to communicate an interpretive argument about your chosen text through the lens of social responsibility. The Library offers a quick, on-line plagiarism tutorial: [http://library.uta.edu/plagiarism/](https://owa.uta.edu/owa/ccorder%40exchange.uta.edu/redir.aspx?C=hVaNUpaIGEG5Vv1DJaD0VkHLCNeJjtFIb5XZdcqLDaJ3Qa4jA9dXchSej9NOK7EefGx9CKCA9UU.&URL=http%3a%2f%2flibrary.uta.edu%2fplagiarism%2f" \t "_blank).

Follow the MLA’s recommendations for formatting, citation, and style. Here is a direct link to the Library’s excellent guide to MLA format: [http://www.uta.edu/library/help/files/cite-mla.pdf](https://owa.uta.edu/owa/ccorder%40exchange.uta.edu/redir.aspx?C=hVaNUpaIGEG5Vv1DJaD0VkHLCNeJjtFIb5XZdcqLDaJ3Qa4jA9dXchSej9NOK7EefGx9CKCA9UU.&URL=http%3a%2f%2fwww.uta.edu%2flibrary%2fhelp%2ffiles%2fcite-mla.pdf" \t "_blank)

Appropriate Secondary Sources

* National newspapers (e.g., *New York Times, Washington Post, USA Today, Dallas Morning News, Fort Worth Star Telegram*)
* Print magazines (e.g., *The Atlantic, Harper’s, New Yorker, Time, Newsweek*)
* Online magazines (e.g., *Slate, Salon*)
* Scholarly articles (e.g., academic articles published in peer-reviewed journals; you can find citations for these articles by using the MLA International Bibliography database, JSTOR, or Project Muse—all of which UTA’s library gives you access to online)
* Scholarly books or book chapters (it’s a good bet a book is scholarly if it’s published by an academic press, such as Duke University Press; if you’re not sure, ask your instructor)
* Historical documents (e.g., old newspaper articles, letters, speeches, journal entries) from academic databases (see the History subject guide on the library website for ideas)
* Students interested in using a source that isn’t listed here, should check with me first.

**CLASS POLICIES**

**Attendance.** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will take attendance, but I will not factor any unexcused absences into your final grade. However, be sure to pay attention to my policy on late assignments, which follows. **I will not supply what you miss by email or phone. It is your responsibility to conference with a peer to get this material or make an appointment to see me in person.**

Excused absences include official university activities, military service, and/or religious holidays. Students must inform the instructor in writing at least one week in advance of an excused absence.

**Late Assignments.** I **will not** provide make-up content quizzes, in-class writing, group work, or midterm exams. I do not accept signature assignment essays that are more than three days late. If you must be absent, your work is still due on the assigned date.

**Classroom Behavior.** Class sessions are short and require your full attention. All cell phones, laptops, and other electronic devices should be **turned off and put away when entering the classroom**; all earpieces should be removed. Store materials from other classes, reading not related to this class, bulky bags, and other distractions so that you can concentrate on the ENGL 1302 readings and discussions each day. Bring book(s) and e-reserve readings (heavily annotated and carefully read) to every class. Students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately. I also expect consideration and courtesy from students. Professors are to be addressed appropriately and communicated with professionally.

**CELL PHONE POLICY:** If I have to ask you more than twice to put away your cell phone, I will deduct ten points from your final grade for every following request.

Academic Integrity. All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Regents’ Rules and Regulations, Series 50101, Section 2.2)

You can get in trouble for plagiarism by failing to correctly indicate places where you are making use of the work of another. It is your responsibility to familiarize yourself with the conventions of citation by which you indicate which ideas are not your own and how your reader can find those sources. Read your textbook and/or handbook for more information on quoting and citing properly to avoid plagiarism. If you still do not understand, ask your instructor. All students caught plagiarizing or cheating will be referred to the Office of Student Conduct.

**STUDENT SUPPORT SERVICES**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

Americans with Disabilities Act. The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Writing Center**

Location: Room 411 of the Central Library

Hours: 9 a.m. to 8:15 p.m. Mon-Th, 9 a.m. to 3 p.m. Fri, and 12n to 5:15 p.m. Sat and Sun

Students must register and can make appointments online at [http://uta.mywconline.com](http://uta.mywconline.com/). Face-to-Face and online appointments for undergraduate students are scheduled for 40 minutes. Writing Center consultants assist with any aspect of academic writing, from understanding an assignment, brainstorming, revising an early draft, to polishing a final draft. However, the Writing Center is not an editing service; consultants will not correct grammar or rewrite assignments during our long sessions. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for more information about services and guidelines.

### Quick Hits: A Writing Center consultant is available in the Writer's Studio, 413b, to help students find answers on citation, style, minor editing, punctuation, and other quick questions that require 5 to 10 minutes. Although students must register with the Writing Center, Quick Hits walk-ins are welcome and students are assisted on a first-come, first-served basis. These are not one-on-one sessions. Quick Hits is available Mondays Noon-3:45 p.m., Wednesdays Noon-4:30 p.m., and Tuesdays and Thursdays 4:30-8:15 p.m. Students also may post short questions to our Facebook page during these periods at [www.facebook.com/WritingCenteratUTArlington](https://owa.uta.edu/owa/clought%40exchange.uta.edu/redir.aspx?C=HIcf5vq13U2Ri3gQbjr5JIQYfCDR3tBIr0-dXE9bMo7UB7ydipblc30-HL297zqnehR4pqgTjMY.&URL=http%3a%2f%2fwww.facebook.com%2fWritingCenteratUTArlington" \t "_blank). QH Consultants will not make corrections, but will point clients to the answers.

### Workshops: The Writing Center offers three series of workshops: grammar, ENGL1301/02, and graduate students. A detailed list with descriptions is available at the start of each semester online at [www.uta.edu/owl](http://www.uta.edu/owl).

**ELECTRONIC COMMUNICATION POLICY**

You must have access to a computer with internet capabilities. You should check email **daily** for course information and updates. I will send group emails through Blackboard. I am happy to communicate with students through email. However, I ask that you be wise and professional in your use of this tool. Make sure you have consulted the syllabus for answers before you send me an email. Remember, I do not monitor my email 24 hours a day. I check it several times during the day, but not after 10pm or before 7am, and only occasionally on weekends. I will always try to respond to your email within 24 hours.

**EMAIL POLICY**

* I will not respond to emails that are sent from any address other than your MyMav account.
* I will not respond to emails with questions that can be answered by looking at the syllabus.
* I will not respond to any email with a vague or absent subject line. Please identify the specific issue you are emailing about in the subject line.
* I will not respond to any email where you do not clearly identify which of my classes you are in.
* I will not respond to any email about absences and I do not provide make-up work through email.

The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. Students are responsible for checking their MavMail regularly. Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

**STUDENT FEEDBACK SURVEY**

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**CONFERENCES AND QUESTIONS**

I have four regularly scheduled office hours each week. These times are reserved for students to drop by or to make an appointment to discuss course assignments, grades, or other class-related concerns. I will be happy to make other appointment times for you if your class schedule conflicts with regular conference times or if I am not available on certain days. If you receive a grade on an assignment or quiz about which you have questions, please wait twenty-four hours before discussing it with me. This gives you time to process the assignment comments and to think about how your course work meets the requirements set forth for each assignment. I do not discuss individual student issues in the classroom before, during or after class.

**SYLLABUS AND SCHEDULE CHANGES**

I try to make my syllabus as complete as possible; however, during the course of the semester I may be required to alter, add, or abandon certain policies /assignments. Instructors reserve the right to make such changes as they become necessary. I will inform students of any changes through email.

**CLASS SCHEDULE**

Fri 8/22 Introduction, policies and procedures, and class schedule; genres of popular fiction

Mon 8/25 Literary analysis and close readings

Wed 8/27 **Western Literature**

Fri 8/29 Short story: “The Bride Comes to Yellow Sky,” by Stephen Crane

Mon 9/1 Labor Day holiday – no class

Wed 9/3 *Shane*, Chapters 1-3

 Quiz #1

Fri 9/5 *Shane*, Chapters 4-7

Mon 9/8 *Shane*, Chapters 8-11

Wed 9/10 *Shane*, Chapters 12-16

 Quiz #2

Fri 9/12 Critical essay: “Settlement Waves and Coordinate Forces in *Shane*,” by James C. Work

Mon 9/15 **Detective/Murder Mystery Literature**

Wed 9/17 Short story: “A Jury of Her Peers,” by Susan Glaspell

Fri 9/19 *In the Electric Mist with Confederate Dead*, Chapters 1-4

 Quiz #3

Mon 9/22 *In the Electric Mist with Confederate Dead*, Chapters 5-8

Wed 9/24 *In the Electric Mist with Confederate Dead*, Chapters 9-12

Fri 9/26 *In the Electric Mist with Confederate Dead*, Chapters 13-16

 Quiz #4

Mon 9/29 *In the Electric Mist with Confederate Dead*, Chapters 17 – 20, Epilogue

Wed 10/1 Critical essay: “‘I Took No Joy in It’: Southern Violence and Folk Justice in the Robicheaux Novels,” by Patricia Gaitely

Fri 10/3 **Horror Literature**

Mon 10/6 Short story: “The Black Cat,” by Edgar Allen Poe

Wed 10/8 *The Shining*, Chapters 1-7

Fri 10/10 *The Shining*, Chapters 8-13

 Quiz #5

Mon 10/13 *The Shining*, Chapters 14-18

Wed 10/15 *The Shining*, Chapters 19-25

Fri 10/17 Out-of-class writing assignment

Mon 10/20 *The Shining*, Chapters 26-37

 Quiz #6

Wed 10/22 *The Shining*, Chapters 38-46

 Review take-home midterm exam assignment

Fri 10/24 *The Shining*, Chapters 47-58

# Mon 10/27 Critical essay: “The Power of Spoken Word in the Works of Stephen King,” Karen H. Hohne

Wed 10/29 **Science Fiction Literature**

 **Due:** Midterm exam

Fri 10/31 Androids: “Exhalation,” by Ted Chiang

Mon 11/3 Time travel: “A Sound of Thunder,” by Ray Bradbury

Wed 11/5 Aliens: “They’re Made Out of Meat,” by Terry Bisson

 Quiz #7

Fri 11/7 Critical essay: “Difference Engine: Aliens, Robots, and Other Racial Matters in the History of Science Fiction,” by De Witt Douglas Kilgore

Mon 11/10 **Graphic Literature**

Wed 11/12 Comic books

Fri 11/14 *Maus*, pp. 5 - 59

Mon 11/17 *Maus*, pp. 60-105

 Quiz #8

Wed 11/19 *Maus*, pp. 106-59

Fri 11/21 Critical essay: “‘Well Intended Liberal Slop’: Allegories of Race in Spiegelman's *Maus*,” by Andrew Loman

Mon 11/24 Research paper presentations

Wed 11/26 Out-of-class assignment

Fri 11/28 Thanksgiving holiday – no class

Mon 12/1 Research paper presentations

Wed 12/3 Research paper presentations