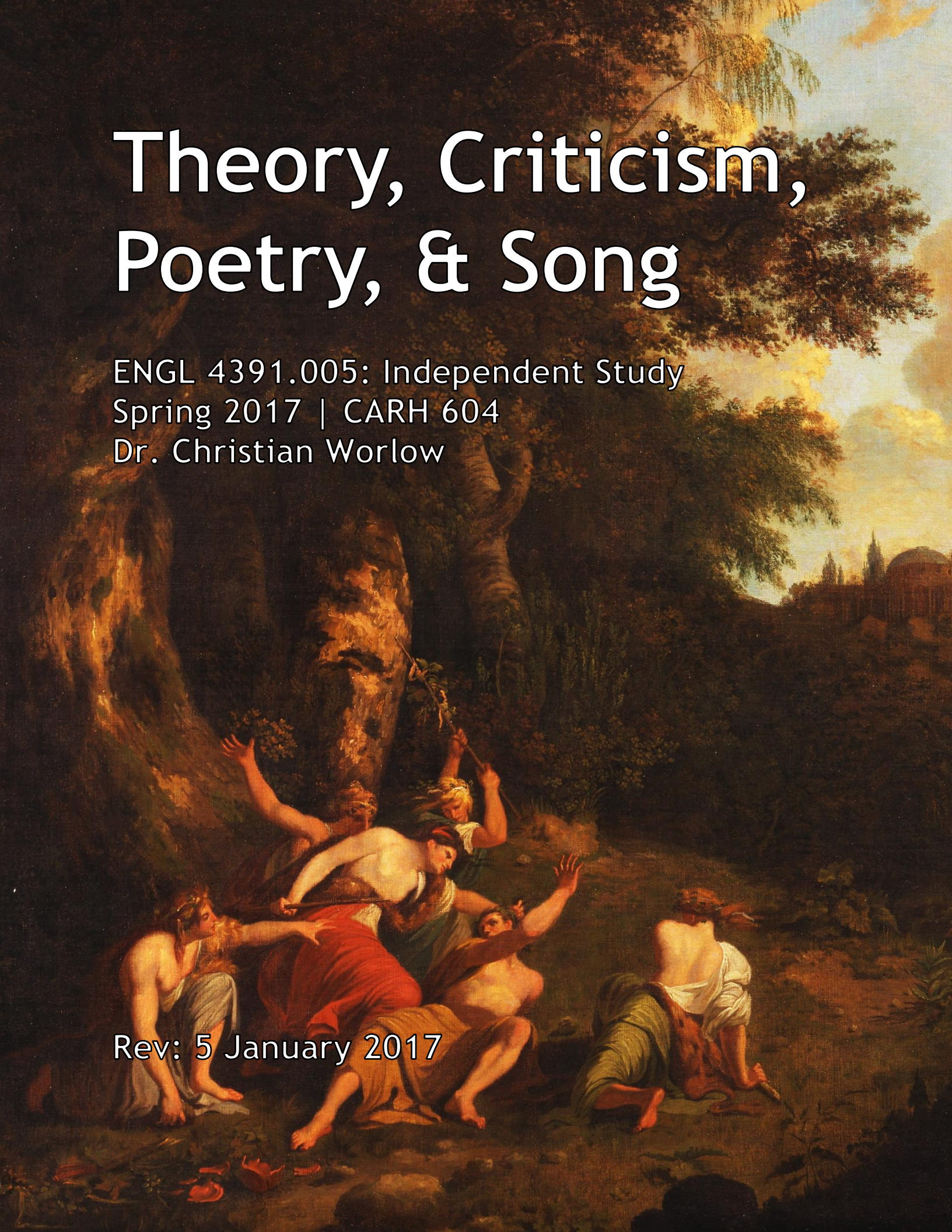


Theory, Criticism, Poetry, & Song

ENGL 4391.005: Independent Study
Spring 2017 | CARH 604
Dr. Christian Worlow

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General Information & Course Overview

Instructor: [Dr. Christian Worlow](#)
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Departmental Phone: (817) 272-2692
Meeting Times: Th 7-8:20 PM in CARH 604
Office Hours: T/Th 11-12:30 PM & by appointment
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This course explores the intersection of poetry, song, narrative, and literary criticism and theory. Towards these ends, we will read a variety of critical and theoretical texts in association with poetry and other primary sources. We will meet on Thursday evenings in CARH 604 or at another place announced ahead of time to discuss your readings and course work.

The premise of this course is to offer a thorough grounding in literary criticism & theory with a focus on poetry and song. Assignments include short papers in which the student engages in a critical reading of a poem using a specific theoretical approach. The student will also work on an extended annotated bib and research project. In all cases, I want to emphasize the use of theory and critical contexts in a manner that moves beyond merely jargon-based or cookie-cutter template readings: use the concepts, avoid the jargon.

This course in its last weeks focuses on writing and rhetoric by focusing on how to apply literary criticism and theory in a research-based argumentative critical essay.

This syllabus includes a FAQ, just before the **Tentative Schedule**.

Student Learning Outcomes

- A. Students will be able to articulate a knowledge of major literary criticism praxes and principles of literary theory and interpretation.
- B. Students will be able to analyze text from a variety of critical and theoretical perspectives.
- C. Students will be able to synthesize these praxes and analyses to apply that synthesis in academic, critical arguments.
- D. Students will be able to discuss and explain literary and cultural themes relating to the subject matter of this course using the evaluative conventions of the discipline.

Required Texts

- *The Norton Anthology of Poetry*, edited by Alexander W. Allison, et al
- *The Norton Anthology of Theory & Criticism*, edited by Vincent B. Leitch, et al
- *Aesthetic Theory*, Theodor Adorno
- *Poetry, Language, Thought*, Martin Heidegger
- *The New Oxford Guide to Writing*, Thomas Kane
- *Mythologies*, Roland Barthes
- Several secondary readings available by link below

Grade Breakdown

Pearls (2)	10% each	3/2, 3/23
Reflections	10% total	2/2, 2/23, 4/6
Abstract	15%	3/30
Annotated Bibliography	10%	4/13
Term Paper	30%	5/4
Participation	15%	

Papers that fail to meet the minimum required length earn a zero. Late assignments earn a zero.



Students should keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see **Student Support Services** below.

Major Assignments

Pearls: Short Essays

A pearl is a half-page (**300-350 words**), single-spaced, ½” margin short *argumentative* essay that tasks you to form an *argument* on some aspect of the reading. See the supplemental document on Blackboard on Pearls. Your pearls should offer a reading of *a specific poem* or similar text using *a specific critical or theoretical lens*.

Reflections

Reflection essays ask you to reflect on recent readings in the course, and they require you to synthesize material, readings, concepts, theory, and practice. In general, you should approach Reflections as though they had three *broad* questions to address:

1. **What?** What did you read and learn? Can you *summarize* it in a paragraph or two—without quoting more than a very illustrative key phrase?
2. **So What?** How is your experience different from what you expected? What impacts the way you view the experience? How do these materials address literature, meaning, and culture?

3. **Now What?** What learning occurred for you through this experience? How can you apply this learning? What would you like to learn more about, related to these topics? What follow-up do you need to address any challenges? How do these topics reflect larger questions beyond the academy?

Reflections should be **750-1000 words** in length, and they focus on your integration and synthesis of readings, not on quoting parts of readings to the instructor. What did you learn, and how can you apply it?

I will grade Reflections based on the following simple rubric:

- Grammar, Spelling, Punctuation, & Writing Style (Concision & Clarity): 33%
- Addressing the Three Questions (What? So What? Now What?): 33%
- Demonstration of Engagement/Understanding of Readings: 33%

Term Paper Abstract

The Abstract is a one-page, double-spaced (**250-300 words**) MLA style paper in which you briefly propose the term paper topic you are thinking of writing on. You will submit the abstract on Blackboard to receive feedback and comments from me regarding your proposed term paper. See the supplemental document on Blackboard for more information.

Annotated Bibliography

The Annotated Bibliography requires the student to assemble a working bibliography of **at least ten peer reviewed critical sources and literary theory-related sources**. You will also include **two paragraphs of annotations**: the first summarizing the source and the second paragraph outlining how you plan to integrate that source into your term paper. You should use MLA or CMS style. Refer to [OWL at Purdue](#) for general information on annotated bibliographies.

In addition, you must complete a **Research Consultation** (see below under **Library & Research Assistance**) and have the Librarian or Research Coach sign the **Research Consultation Form** (at the very end) to avoid a **-10 penalty** on your Annotated Bibliography grade. You will submit a hard copy of this form in class on the due date for the Annotated Bibliography.

Term Paper

The term paper is a research-based argumentative essay in which you advance and defend a controversial, argumentative thesis about some topic relating to the course's topics and readings. The paper must be **3500-4000 words in length** and have **at least 10 peer-reviewed secondary sources in addition to the primary sources and any other sources you plan to use**. See the **Term Project Assignment** document on Blackboard for more information.

Participation

All students should *fully prepare before each class by reading the assigned texts for the day and taking notes*. Students should participate actively in class discussion by asking questions, answering questions, offering their opinions and responses, and arriving punctually. **For every class you miss, your Participation grade will decrease by 5 points to a minimum of zero.** I will also determine your participation grade based upon your participation in class discussion via questions, answers, and discussion. Please keep in mind that participation should be *civil* participation, even if you disagree with another's perspective.

Expectations for Out-of-Class Study

This course focuses on extensive theoretical and critical readings in addition to readings of poetry and other literary texts. In addition, you will have several assignments as the term progresses. Accordingly, students in this course should expect to spend an *average* of 10-12 hours per week outside of class engaged in writing and study.

Class Policies

Late Work and Make-Up Policy

I will not accept any late assignments for credit. Late work earns a zero for a grade. **No exceptions.** If you know you will miss class, then you are still responsible for submitting your assignments on time. Similarly, I will not give make-up quizzes or exams except in instances of excused university absences for the exams, but you must schedule alternative exam arrangements with me in advance of the exam dates.

Turning in Assignments to Blackboard

You will submit all major assignments in this course to Blackboard. You must save all assignments submitted to Blackboard as a .docx Word document (unless otherwise specified) to ensure that I can open them on my computer. It is your responsibility to ensure that you have saved and submitted all your work in the correct format. **If you submit work in the wrong format, then you will receive a zero for the assignment.**



I will not discuss any grade you receive on an assignment until at least 24 hours have passed.

Late Enrollment Policy

Though I realize that at times enrolling in a course after the start date is unavoidable, please be advised that you are responsible for the class periods that you have missed even if you were not enrolled in the course. I will not allow you to make up missed opportunities for participation points or any other assignments that occurred before you enrolled. If you enroll in class after the start date, then your responsibility is to contact your peers in order to catch up on the schedule and any announcements that occurred in your absence. This policy also applies to students who drop and add.

Paper Reuse Policy

You may not reuse papers from prior classes in this course or any other course that you have taken at any institution. If you feel your situation constitutes a clear or significant exception to this rule, you must discuss this situation with me prior to the due date of the assignment. Otherwise, I will consider you in violation of the provisions under **Academic Integrity**.

Attendance Policy

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. 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 every class session, and absences count against your **Participation** grade. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.



If you are late to class or tardy, you are responsible for coming to me *immediately after class* to tell me you were late. If you are very tardy, I reserve the right to count you absent nonetheless.

Missed Class

If you miss a class, do **not** come to me to ask what you missed. I recommend you exchange emails with your classmates, so you can find out what we did in class when you were absent.

Excused Absences

The only excused absences recognized by the University of Texas at Arlington are those wherein a student is representing the university in an official capacity and those religious holidays the student informs the instructor of at the beginning of the term in writing. *These absences will **not** count as excused without appropriate documentation.* Athletes and other students who will miss class for an official university activity **must advise me in writing at least 48 hours in advance of the absence**. Notice only lets the instructor know that a student will be missing class; this notice does not extend due dates for assignments or allow the student to make up missed quizzes. Students must arrangements with the instructor at least 48 hours prior to the absence for turning in the work. Expect no guaranteed extensions.

If you are an armed forces reservist and you are called to active duty or otherwise have a schedule conflict, I need to see documentation in a timely manner that acknowledges your service commitment.

Classroom Behavior

Class sessions are short and require your full attention. You should work on whatever in-class activity we are working on that day. If I find you working on work for other classes, surfing the web, texting, or updating your Tumblr/Imagr/Whatever account, I will dismiss you from the class and count you as absent for the day. Although secondary readings are available on Blackboard in many cases, you are responsible for coming to class with a hard copy so you can refer to the text in class.

Remove all earpieces while in class. Store materials from other classes, reading not related to this class, bulky bags, and other distractions so that you can concentrate on the ENGL 4326 readings and discussions each day. Bring book(s) and e-reserve readings (heavily annotated and carefully read) to every class. Students should participate respectfully in class, should listen to other class members, and should comment appropriately. I also expect consideration and courtesy from students. Address your instructors appropriately, and communicate professionally.

According to Student Conduct and Discipline,

students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks. (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202)

Students who do not respect the guidelines listed above or who disrupt other students' learning may be asked to leave class and/or be referred to the Office of Student Conduct.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit www.uta.edu/news/info/campus-carry/.

Classroom Visitors

Only students officially enrolled in this section may attend class meetings. Students may not bring guests (children, spouses, friends, family) to class unless an academic request has been submitted and approved by the instructor well in advance of the proposed class visit. Children may not attend class as visitors at any time

Academic Integrity

Students enrolled all UT Arlington courses must 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.

UT Arlington faculty members 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. 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 indicate correctly where you are making use of the work of another or by colluding with another to prepare assignments. You are responsible 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. Remember your First Year Writing courses and consult a writing handbook for more information on quoting, paraphrasing, summarizing, and citing properly to avoid plagiarism. If you still do not understand, **ask your instructor**. I will refer all students caught plagiarizing or cheating to the Office of Student Conduct.

Disability Accommodation

UT 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), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or

other barriers to learning may seek services and/or accommodations by contacting:

- **The Office for Students with Disabilities**, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.
- **Counseling and Psychological Services**, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit www.uta.edu/eos.

Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (www.uta.edu/aao/fao/).

Restroom Breaks

- Students may leave the class and return without asking permission for restroom breaks.
- Be polite and quiet.

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/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 AM to 8 PM Mon.-Thurs., 9 AM-3 PM Fri. and Noon-6 PM Sat. and Sun. Register and make appointments online at uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. library.uta.edu/academic-plaza

Librarian to Contact: [Diane Shepelwich](#) (English Subject Librarian)

Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit www.uta.edu/sfs.

NB: Because this course has only one student, you should not have an SFS to submit.

Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, you should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will arrange to assist individuals with disabilities.

Electronic Communication Policy

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at www.uta.edu/oit/cs/email/mavmail.php.

However, please note the following requirements and guidelines regarding email communications for this course:

- Include ENGL 4391.005 and a detailed topic in the subject line of all emails. **I will not open emails that do not include a correct subject line.** (For example: *ENGL 4391.005: Question about Term Paper.*)
- Sign your first and last name at the bottom of each email, so I know who you are.
- I check email daily, except on the weekends. I try to respond to emails within 24 hours. I will not check email after 5 PM.
- If you email me after noon on Friday or over the weekend, you will likely not hear back from me until Monday.

Conferences and Questions

The office hours indicated on the syllabus are 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, but please note I am only on campus on Tuesdays and Thursdays.

Syllabus and Schedule Changes

Instructors try to make their syllabuses as complete as possible; however, during 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. Students will learn of any major changes in writing.

Library & Research Assistance

University-level research requires university-level sources. Contact the Library for personalized help in navigating research resources and locating the sources you need.



- **Librarian:** Your librarian is Diane Shepelwich (dianec@uta.edu). If you need help getting started with your research or have questions along the way, contact Diane for personalized assistance.
- **Research Coach:** [Research Coaches](#) are UTA students trained to help you frame your research questions, develop search strategies, understand citation styles, and select and evaluate relevant resources.
- **Library Staff:** Find library staff at the Service Zone, Central Library first floor, or at the branch libraries, by phone at (817) 272-3395, by text at (817) 727-8395, email at AskUs@uta.edu, or chat on the [library's homepage](#).
- **Research Consultation:** [To set an appointment](#) to meet with your librarian or research coach.
- **Research Guides:** [For a list of useful guides](#) to help you start your research.

Frequently Asked Questions (FAQ)

Q. Can I turn in late work?

A. No. If your work is late, you get a zero.

Q. What if it's a couple of minutes late?

A. Tough. Do not wait until the last minute.

Q. Can I revise for a better grade?

A. No. Turn it in right the first time. Besides, in my experience, students don't "revise" so much as fix a comma or two and call that a "revision." So no, you can't revise.

Q. What if my assignment is too short/doesn't meet the minimum length required?

A. Then it earns a zero.



Q. What if my assignment is longer than the listed maximum length?

A. If you are a little over the maximum, then do not worry about it. If you are well over the maximum (for example, 10 pages rather than 5), then I am only reading and grading until page 5.

Q. Can I have an Incomplete?

A. No.

Q. Can I do anything to get a better grade?

A. Do the work in the first place the first time around. If we are approaching the end of the term and you are worried about passing, then you probably should have done more/done a better job/gotten help sooner. If I have already offered extra credit, then do that, but do not expect to change magically a failing grade into a passing one.

Q. But I need [some particular grade] for financial aid/to graduate/to get into [some program]!

A. Maybe you should have done better before this point.

Q. How many absences can I have?

A. I used to have a maximum number of absences policy, but UTA has no official attendance policy. I take roll each class, but you have no “maximum” number of absences. Of course, if you miss several classes and several daily/in-class grades, then you will fail under your own power.

Q. Can this absence/assignment be excused because I was sick/at a funeral/etc.? I have a doctor's/other note!

A. Being ill does **not** excuse you from submitting or completing assignments, especially since the vast majority of them are online. Being sick doesn't excuse an absence either. The only exception I am generally willing to entertain is if you are *contagious*, and in that case, you need a doctor's note indicating that you *shouldn't* be in class. Don't show up ill and contagious with a doctor's note: show me that doctor's note when you're no longer contagious.

All that said, if you have extenuating circumstances, *be proactive and contact me as soon as possible*. Do not disappear from class for two weeks and then mysteriously return having never bothered to contact me during that time and expect to have any excuse work.

I'm sorry if you happen to feel ill. However, you're still responsible for whatever happens. That said, don't come to class and infect me and your classmates. Communicate with me via email if you have problems or if something does come up.

Q. Can I go to the restroom?

A. Yes. Stop asking me. Just go. Be discrete and do not disrupt class, but you are not in high school anymore.

Q. How much does each missed class affect my grade based upon my Participation grade?

A. Every class you miss counts for about $\frac{3}{4}$ points from your final grade. For example, if you miss 6 classes, that lowers your maximum grade by half a letter grade or so.

Q. Can you look at my draft for me and give me feedback?

A. Sure. Bring it by my office **as a hard copy. Do not bring your laptop.** I will send you on your way if you slide your MacBook towards me. *Print out your draft.* Be aware: My job is not to edit/copyedit/revise your work. I will point to issues or give you guidance on how to improve your draft, but I do not give out a formula to students for specific grades. That is, I do not say, *If you do this and this and this with your draft, you will earn an A.*

Q. But you said my draft looked fine! Why did I get [grade I do not want]?

A. Because your work earned that grade. Do not mistake “You’re on the right track” or “This looks okay” for “This gets an A.” A *D* is passing. A *C* reflects *average* work.

Q. But I worked so hard on this!

A. Effort does not equal competency or success.

Q. But I submitted my assignment to Blackboard/I had a Blackboard issue!

A. If it is before the deadline, try using a different browser or another computer. If that does not work, email it to me **before the deadline as an attachment.** If it is after the deadline, start thinking about how to avoid having this problem on the next assignment. If a quiz has an issue, then take a screenshot of the error and contact me before class.

Q. Do you drop any grades?

A. I typically drop a lowest daily grade at the end of the term. If you have perfect attendance, I will drop *another* lowest daily grade.

Q. I was late to class! What should I do?

A. Come to me at the end of class to let me know you were present but late. Do not *assume* I marked you down. If you came in *very* late, then I will likely mark you absent nonetheless.

Q. What does it take to earn an A on an assignment?

A. For papers, projects, essays, etc., the assignment must satisfy all requirements. It must have few if any errors, and it should be engaging to read, demonstrating a mastery of the material and concepts the project addresses. It should demonstrate *excellence*, not merely *goodness*, *seems good*, *well*, or *it is doing most of what I asked you to do*. It should demonstrate all of the following: good writing style; mastery of grammar, spelling, and punctuation; effective organization; engaging

content and rhetoric appropriate to the intended audience and purpose; concision and clarity; and mastery of the subject matter at hand.

For argumentative essays/projects, it should demonstrate an effective argumentative organization: an introduction and strong, clear thesis; claim-driven topic sentences for unified, coherent paragraphs; a clear, strong conclusion; convey complex ideas in simple, clear, concise prose.

Q. Can I have a letter of recommendation?

A. Maybe. Two things: Firstly, you cannot have a recommendation until after the class is over. I want to see if you are the kind of student I feel confident and comfortable in recommending for something. Also, I might have something to *talk about* by that point. I have used students' work and projects in my classes as specific examples to *justify* why I recommend students for scholarships, academic programs, etc. Secondly, I only write letters of recommendation for students who earned A's in the course overall. In addition, please *ask* me before I see a request for a recommendation from some automated system, and just because you do fulfill the above requirements does not mean I will want to recommend you for everything you might ask about.

Q. Can I use Wikipedia, Ask Jeeves, About.com, Ask.com, Metafilter, Reddit, or some other general internet resource as a source in my paper/project?

A. No. You should be searching for reputable sources and have a good understanding of what reputable sources *are* and which are appropriate to the project or discipline within which you are working. I recommend the MLA International Bibliography and/or Academic Search Complete.

Q. What citation style should I use for my projects/assignments?

A. You should use *either* MLA style or the Chicago Manual of Style (CMS), but be consistent. I recommend you *avoid* using Citation Machine and similar web services to generate your Works Cited entries unless you are working with printed, hardcopy sources like books and journal articles. Furthermore, you should always use parenthetical citation when citing Shakespeare in the body of your writing.

Q. Where is your office? When are your office hours?

A. Look at the cover page of this syllabus.

Q. Do you post your PowerPoints or lecture notes on Blackboard?

A. No. When I do so, *no one pays attention in class*. So no, I do not post any notes on Blackboard, but I will typically do so if we miss class (snow/ice days, emergencies, etc.) to help make up for lost time.

Q. I have questions about the pearls!

A. Please refer to the **A Guide to Writing Pearls** document on Blackboard for more information and an annotated example.



Q. When are pearls due?

A. You should submit your pearl on Blackboard by Monday by noon for any week in which your group's pearls are due.

Q. How should I submit pearls?

A. Submit it as a Word document on Blackboard to the appropriate submission site.

Q. I do not understand what's going on in this play/poem! Help!

A. Use the tools available to you. Firstly, look at synopses of scenes and plays to get a sense for *what is happening* plot-wise. Secondly, I encourage you to find a cinematic adaptation of the play that is faithful to the text (many Royal Shakespeare Company productions via the BBC do so) and read while following along. It can help to see the lines *performed* as you read them. Thirdly, try reading difficult passages aloud. Fourthly, pay attention to any glosses on the page for difficult or obscure words (or words used in ways that are not common anymore).

Q. Do I need a cover page for my term paper?

A. No. Please do not bother with one. Use the standard MLA-style heading at the top of the first page.

Q. Blackboard dumped me out of this quiz/would not take my paper! What should I do?

A. Take a screenshot and email me at worlow@uta.edu as soon as possible. Do not wait until the last minute.

Q. What should I do if I miss class?

A. Contact your colleagues. Do not ask me what you missed. If you want notes from class, make arrangements with your colleagues.

Q. How do I parenthetically cite plays and poetry?

A. Since we break some plays up by act, line, and scene number, you should include that information in parenthetical citations. For Act 3, scene 1, lines 44-47 of *Hamlet*, you would render that citation as (3.1.44-47). Please avoid Roman numerals. *Always* include *all* this information.



For the sonnets, you will cite line numbers, *not pages*. For example, for lines 13-14 of a sonnet, you would cite it as (13-14).

Q. How do I quote poetry?

A. For poetry, you want to include the lineation—the line breaks—in your quotations. For example, if you were quoting from Sonnet 116 the first three lines, you would do so as follows: “Let me not to the marriage of true minds / Admit impediments. Love is not love / Which alters when it alteration finds” (1-3). When *block* quoting poetry, make sure that each line represents a single line of the poem, as so:

Let me not to the marriage of true minds
 Admit impediments. Love is not love
 Which alters when it alteration finds,
 Or bends with the remover to remove (Shakespeare 1-4)

Q. How do I refer to the individual sonnets in the body?

A. Simply state the sonnet and number: e.g., Sonnet 130, Sonnet 1, or Sonnet 28.

Tentative Schedule

- Be ready to discuss readings on the days they are due.
- All assignments are due at the beginning of class unless otherwise noted.
- Major deadlines appear in blue.
- On the schedule below, **NATC** to *The Norton Anthology of Theory & Criticism*. **LC** refers to the *Literary Criticism* PDF linked below.
- **Remember: class meetings occur on Thursdays at 7-8:20 PM.**



Week	Date	Readings & Activities
1	1/19	Initial Discussion & Introduction
2	1/26	Purposes & Theories of Poetry (Renaissance and Romantic) Philip Sidney, Defense of Poetry Wordsworth, Preface to Lyrical Ballads Shelley, Defense of Poetry
3	2/2	Purposes & Theories of Phantasy, Imagination, & Narrative Coleridge, Biographia Literaria (chapter 13) JRR Tolkien, " On Fairy-Stories " Michael Moorcock, " Epic Pooh " Jerome Bruner, " The Narrative Construction of Reality " Wolfgang Iser, " The Significance of Fictionalizing " Warren Ellis, " Stories, Drinking and the World " Warren Ellis, " Blood in Your Eye: Why We Need Violent Stories " Reflection #1 Due
4	2/9	Mimesis & Poesis and The New Critics Literary Criticism (PDF): 1-9 NATC: Plato (49-56); Aristotle (90-121); Eliot (1092-8); Wimsatt & Beardsley (1374-1403)
5	2/16	Semiotics & Sign Systems LC: 10-25 Barthes , <i>Mythologies</i> NATC: Frye (1448-57)
6	2/23	Deconstruction & Derrida LC: 26-38 NATC: Derrida (1830-63) Reflection #2 Due

7	3/2	Performative Language & Interpretive Communities LC: 39-48 NATC: Austin (1430-42); de Man (1514-26); Fish (2085-9); Deleuze & Guattari (1601-9) Pearl #1 (Semiotic, Deconstruction, Performative Language, Interpretive Communities)
8	3/9	Foucault & New Historicisms & Biopolitics Jean Baudrillard & Hyperreality Subjectivity & Lacanian Analysis LC: 49-60 NATC: Althusser (1483-1509); Foucault (1648-70); Baudrillard (1732-41); Lacan (1285-1310)
		Spring Break
9	3/23	Heidegger & the Frankfurt School Heidegger, Poetry, Language, Thought Adorno, Aesthetic Theory Pearl #2 (Biopolitics, New Historicism, Baudrillard, Lacanian, Post-Marxist)
10	3/30	Gender Theory & Feminist Criticism NATC: de Beauvoir (1403-14); Cixous (2039-56); Butler (2488-2501) Laurie Penny, Change the Story, Change the World (video -32:00) Laurie Penny, "Why Patriarchy Fears the Scissors," <i>New Statesman</i> Abstract Due
11	4/6	Decolonization, Empire, and Race NATC: de Bois (980-7); Said (1991-2012); Gates (2424-32); Hooks (2478-84) Kavita Bhanot, "Decolonise, not Diversify," <i>Media Diversified</i> Reflection #3 Due Discussion & Workshop
12	4/13	Annotated Bibliography Due (with Research Consultation Form) Discussion & Workshop
13	4/20	Term Paper Draft Due
14	4/27	Term Paper Revised Draft Due
15	5/4	Term Paper Due Final Discussion
Finals		No Final Exam

Research Consultation Form

This form affirms that the student indicated below has completed a Research Consultation with the Librarian or with a Research Coach. You must submit this form with your Annotated Bibliography to avoid a -10 penalty on that assignment's grade. This signed form is due by hard copy to Dr. Worlow by April 13, 2017.

Student Name: David Owen Armstead

Librarian or Research Coach: _____

Signature (Librarian or Research Coach): _____

Date of Consultation: _____