

Course Title: Studies in Literature

Course Prefix: ENGL

Course No.: 2333

Section No.: P01

**Department of Languages and
Communication**

College of Arts and Sciences

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Office Hours: MWF 12-3 pm

Course Location: Juvenile Justice 363

Class Meeting Days & Times: TR 9:00 – 10:15 am

Catalog Description: Study of prose or verse in an area unified by period, theme, language source, or nation of origin, consisting of multiple genres. This course introduces students to studies in such areas as genre, literary movements, gender, and ethnic literatures.

Prerequisites: ENGL 1123 or Equivalent.

Required Text: *Beloved*, by Toni Morrison
Dessa Rose, by Sherley Anne Williams
Kindred, by Octavia Butler
Stigmata, by Phyllis Alesia Perry

Recommended Text/Readings: *MLA Handbook for Writers of Research Papers*, 7th ed

Access to Learning Resources: PVAMU Library:
phone: (936) 261-1500;
web: <http://www.pvamu.edu/pages/3585.asp>
University Bookstore:
phone: (936) 261-1990;
web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

Course Goals or Overview:

The goal of this course is to expose students to a variety of literary forms while further developing their critical thinking and analytical skills. In this course, we will focus on select historical novels written by women of color as we address the following questions: Who defines history? What role, if any, does literature play in the codification of history? Why should we care about a given author's historical moment in relation to the setting of a novel? Are there histories (herstories) that have been left unrecorded? How do we recover the stories and voices of those silenced through "history"? Is it possible to have a historical moment that is not constructed by sociopolitical, colonizing factors?

Course Outcomes/Objectives

At the end of this course, the student will

		Core Curriculum Objective
1	Classify various types of literature for a designated purpose	Critical Thinking
2	Produce original critical responses to select pieces of literature	Communication
3	Demonstrate familiarity with critical literary methodologies via class discussions and written responses	Critical Thinking Communication
4	Interpret and explain how critical approaches are used in scholarly work	Critical Thinking
5	Develop critical reading, writing, and discussion skills through revision of papers, conferencing with instructor, and/or completion of peer reviews while adhering to deadlines as posted in course calendar	Personal Responsibility
6	Explain and assess ideas about literature and culture through whole class discussions and personal writings that are informed by weekly readings	Social Responsibility

Course Requirements & Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course (full descriptions of assignments as aligned to Core Objectives follow the grading matrix):

Exams – written tests designed to measure knowledge and application of presented course material

Exercises – written assignments designed to supplement and reinforce course material

Class Participation – daily attendance and participation in class discussions

Grading Matrix

Instrument	Value (points or percentages)	Total
Class Participation/ Discussion	1 point per week	15
Reflection/Response Papers	10 total worth 2.5 points each	25
Proposal for Final Essay	2 pages worth 5 points	5
Rough Draft of Essay	3-4 pages worth 10 points	10
Final Essay	5-7 pages worth 35 points	25
Mid-Term Exam	10 points	10
Final Exam	10 points	10
Total:		100

Grade Determination:

A = 90-100pts;

B = 80-89pts;

C = 70-79pts;

D = 60-69pts;

F = 59pts or below

Description of Assignments

- Class Attendance and Participation** – 1 point per week (Personal and Social Responsibility)
 - This will be a very active class. Consequently, your participation is necessary for your success. When you are absent, you are obviously unable to participate and will therefore lose points on your participation grade. In terms of participation, I'd like to emphasize that your presence in the classroom does not automatically guarantee you points. You are participating when you are contributing to discussions; being a critical listener and thinker; asking questions of anything you do not understand; and offering constructive feedback on your peers' ideas.
- Weekly Reflection/Response Papers** – 10 worth 2.5 points each for 25 points total (Communication and Critical Thinking)
 - On designated Thursdays, you are expected to submit before the start of class a one-to-two page reflection or response paper to the assigned readings. In this paper, you may discuss the assigned novel for that week in relation to prior in-class discussions of other novels, criticism introduced and

discussed in class, or you may respond to a question posed from a prior class by either the instructor or a classmate. **These papers are not to be used for plot summaries.** Rather, you are to demonstrate that you have: a) done the assigned reading; b) engaged with the novel; and c) are in dialogue with the questions from the course description.

- Papers that contain no mechanical, grammatical, or spelling errors, are two pages in length, and engage actively with the text will receive 2.5 points. Papers that contain some errors but still engage with the text and are at least 1.5 pages in length will receive 2 points. Papers that are shorter than 1.5 pages will receive no higher than 1.5 points.

3. Proposal for Final Essay – 5 points (Communication)

- In preparation for your final essay, you are required to turn in a two-page proposal for your final topic. The purpose of this assignment is multi-fold:
 - To keep you from procrastinating about your final paper
 - To demonstrate to me that you have an idea for a thesis
 - For me to provide feedback or clarification for your final paper idea which will come from your weekly reflection papers

4. Rough Draft of Essay – 10 points (Critical Thinking, Communication, and Personal Responsibility)

- After you have received your graded proposal, you are expected to revise your final paper idea in the form of a three-to-four page rough draft. In this paper, you will modify your ideas from before to include:
 - Textual evidence for your thesis
 - At least three scholarly sources as either support for your idea or with whom you are engaged in debate regarding your selected novel

5. Final Essay, five-to-seven pages – 25 points (Critical Thinking, Communication, and Personal Responsibility)

- You are expected to complete a 5-7 page paper in which you critically examine one or more of the texts covered in class. This final essay must demonstrate the following:
 - A clearly developed thesis addressing one or more of the guiding questions listed in the course description on page one of this syllabus
 - Textual evidence to support your thesis – NOT PLOT SUMMARY
 - When using evidence from the text, try to refrain from using more than two lines of typed text in your citation. Anything more does not demonstrate your engagement with the texts.
 - A minimum of four scholarly sources must be used to support your thesis. If you choose to disagree with a scholar, you must provide ample textual evidence from the novel along with a clear argument to support your disputation.

6. Formative Mid-Term Exam – 10 points (Critical Thinking)

- An objective mid-term exam will be given over the first half of the course readings. It might be comprised of a combination of multiple choice, matching, or short answer questions that demonstrate a developing knowledge of the course objectives.

7. Summative Final Exam – 10 points (Critical Thinking)

- An objective final exam will be given over the second half of the course readings. It might be comprised of a combination of multiple choice, matching, or short answer questions that evaluate mastery of the course objectives.

Course Procedures

Submission of Assignments: (Personal Responsibility)

All major papers must be submitted online through ecourses. Essays will be accepted late for four calendar days after the due date with a deduction of 5% from your essay grade for each day. After four calendar days have passed, your essay will not be accepted and you will receive a grade of zero on the assignment.

Formatting Documents:

Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format. All essays must adhere to MLA formatting style (including 1-inch margins and 12-point Times New Roman font). MLA formatting guidelines are online at: <http://owl.english.purdue.edu/owl/resource/747/01/>

Exam Policy

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).

Professional Organizations and Journals

Modern Language Association (MLA).

www.mla.org

References

See Purdue Online Writing Lab (OWL) Research and Citation Resources

<http://owl.english.purdue.edu/owl/section/2/>

Semester Calendar

Week One: Topic	Course introductions
Chapter (s):	Introductions, in-class reading, in-class writing, critical theories introduced.
Assignment (s):	Reflection/Response #1
Week Two: Topic	Margaret Garner and the Morrison Effect
Chapter (s):	<i>Playing in the Dark</i> handout; historical documents on Margaret Garner, read pages 1-43 of <i>Beloved</i>
Assignment (s):	Reflection/Response #2
Week Three: Topic	<i>Beloved</i>
Chapter (s):	Read pages 44-85
Assignment (s):	Reflection/Response #3
Week Four: Topic	<i>Beloved</i>
Chapter (s):	Read pages 86-124
Assignment (s):	Reflection/Response #4
Week Five: Topic	<i>Beloved</i>
Chapter (s):	Read pages 125-168
Assignment (s):	Reflection/Response #5
Week Six: Topic	<i>Beloved</i>
Chapter (s):	Read pages 1639-213; Discuss revisionist history; discuss proposal
Assignment (s):	Proposal
Week Seven: Topic	<i>Beloved</i>
Chapter (s):	Finish book pages 214-end
Assignment (s):	Mid-Term Exam

Week Eight: Topic	<i>Dessa Rose</i>
Chapter (s):	Read <i>Dessa Rose</i> “The Wench” section Discuss ending and historical possibilities; discuss bibliographies; discuss rough draft expectations
Assignment (s):	Reflection/Response #6
Week Nine: Topic	<i>Dessa Rose</i>
Chapter (s):	Read “The Negress” and “Epilogue”
Assignment (s):	Reflection/Response #7
Week Ten: Topic	<i>Kindred</i>
Chapter (s):	Read “Prologue,” “The River,” “The Fire,” and “The Fall” sections
Assignment (s):	Rough Draft with Bibliography
Week Eleven: Topic	<i>Kindred</i>
Chapter (s):	Discuss the role of science fiction in historical novels; discuss Rough Draft and Bibliographies; Read <i>Kindred</i> “The Fight” and “The Storm” sections
Assignment (s):	Reflection/Response #8
Week Twelve: Topic	<i>Kindred</i>
Chapter (s):	discuss the role of science fiction in historical novels; discuss Rough Draft and Bibliographies; Read <i>Kindred</i> “The Rope” and “Epilogue” sections
Assignment (s):	Reflection/Response #9
Week Thirteen: Topic	<i>Stigmata</i>
Chapter (s):	Read <i>Stigmata</i> chapters 1-13
Assignment (s):	Reflection/Response #10
Week Fourteen: Topic	<i>Stigmata</i>
Chapter (s):	Finish reading <i>Stigmata</i>
Assignment (s):	Final Draft of Research Paper Due
Week Fifteen: Topic	Final Exam

University Rules and Procedures

Disability statement (See Student Handbook):

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as

one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.