



8229-5924-0

Wright, Richard. *Twelve Million Black Voices: A Folk History of the Negro in the U. S.* (Avalon Publishing Group: 2002) ISBN: 1-56025-446-7

Howe, Susan. *The Nonconformist's Memorial.* (New Directions) ISBN: 0-8112-1229-7

Cha, Theresa Hak Kyung. *Dictée.* (University of California Press:2001) ISBN: 0-520-23112-0

Nowak, Mark. *Shut Up, Shut Down.* (Coffee House Press, 2004) ISBN 1-56689-163-9

Ondaatje, Michael. *The Collected Works of Billy the Kid* (Vintage, 1996) ISBN: 0-679-76786-X

Rankine, Claudia. *Don't Let Me Be Lonely: An American Lyric* (Graywolf Press: 2004) ISBN 1-55597-407-4

Kim, Myung Mi. *Commons.* (University of California Press: 2002) ISBN 0-520-23144-9

### Recommended Texts

Dorn, Edward. *Abhorrances.* (Black Sparrow Press: 1990) ISBN: 0-87685-800-0

—*Chemosabe* (Limberlost: 2001) ISBN: 0-931659-70-1

Fitterman, Robert. *Metropolis 16-29.*(Coach House Books: 2002) ISBN 1-55245-104-6

Goldsmith, Kenneth. *The Weather.* (Make Now: 2005) ISBN 0-9743554-2-9

Howe, Susan. *Midnight.*(New Directions: 2003) ISBN: 0-8112-1538-5

—*Frame Structures* (New Directions: 1993) ISBN 0-8112-1322-6

Osman, Jena. *An Essay in Asterisks.* (Roof Books: 2004) ISBN: 1-931824-10-X

Prevallet, Kristin. *Scratch Sides: Poetry, Documentation and Image-Text Projects* (Skanky Possum: 2002) ISBN: 0-9703952-3-X

Reznikoff, Charles. *Testimony: The United States, 1885-1915, Vol. 2* (Black Sparrow Press: 1979) ISBN 0-87685-332-7

Spahr, Juliana. *Fuck You-Aloha-I Love You.*(Wesleyan University Press: 2001) ISBN: 0-8195-6525-3

—*This Connection of Everyone with Lungs: Poems.* (University of California Press: 2005) ISBN: 0-520-24295-5

Watten, Barrett. *Bad History.* (Atelos: 1998) ISBN 1-891190-02-4

## COURSE POLICIES

### **Disability Services**

Support services, including registration assistance and equipment, are available to students with documented disabilities through the Office of Disabled Student Services (DSS), MS 2.03.19. Students are encouraged to contact that office at 458-4157 prior to starting classes to make arrangements, though they can contact the office at any time. If you need accommodation related to a disability, please make an appointment with me to discuss your needs as soon as possible.

### **Scholastic Honesty**

The University of Texas at San Antonio defines “scholastic dishonesty” as including but not limited to “cheating on a test or other class work, plagiarism (the appropriation of another's work in one’s own written work offered for credit), and collusion (the unauthorized collaboration with another person in preparing course work offered for credit).” University policy further dictates that “Should a student be accused of scholastic dishonesty, the faculty member may initiate disciplinary proceedings.” As this is a graduate-level course, it is presumed that you are familiar with MLA format and that you understand what constitutes plagiarism, however it’s not unheard of for a graduate student to be confused about such matters. If you’re such a graduate student, please, do yourself a favor and come see me. I can help clarify what’s required.

### **Classroom Conduct:**

Many of us will undoubtedly have divergent interests, approaches, ideologies, politics, academic experience, personal backgrounds, and more. The success of this class requires we engage these differences from intellectually open and informed perspectives. First and foremost, it is your responsibility as a participant in this class to show your classmates due respect and

consideration. The following policy is drawn from the Provost's statement on "Civility in the Classroom": "*Students are expected to assist in maintaining a classroom environment that is conducive to learning. To assure all students have the opportunity to gain from time spent in class, students are prohibited from engaging in any form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class.*" This policy is equally applicable for any virtual, on-line class discussions that may take place on WebCT.

**Attendance:** As this is a graduate seminar, students are expected to attend each and every class, to come to class prepared, and to turn in assignments on time. A student's final grade shall be docked no less than one full letter grade should they miss more than one class or turn in any assignment late and not have a persuasive, documented reason for doing so. The professor shall be the final arbiter of what constitutes a viable reason in such cases. Coming to class unprepared will also adversely affect a student's grade. Students unable to attend classes on particular days because of sincerely held religious beliefs shall, without penalty, be excused from such classes and be given meaningful opportunity to make up examinations, graded activities or assignments provided the instructor is notified of their needs within the first two weeks of the term.

**Assignments & Grade Distribution:** Discussion Leader (10%): Each student will take responsibility for leading discussion on one of the texts we discuss this term. As "Discussion Director" they will be expected to introduce any key concepts and/or outside resources necessary to understanding how the given text functions. It is also the Discussion Director's responsibility to propose useful lines of inquiry and to, in effect, direct the class discussion. This assignment will include a 2-3pp written component consisting of a brief summary of the director's goals and insights and a brief self-assessment of their performance after the fact.

Response Papers (10%): Students will be expected to provide a brief critical response to each of the texts assigned for class, (usually 1-2pp).

Critical Review (15%): Students will be asked to write one 5-6pp critical review in preparation for their Final Paper. This essay will summarize and evaluate scholarly/critical arguments relevant to the student's inquiry.

Oral Presentation (25%): From the onset of the semester, students will begin to formulate possible research ideas. Around mid-term they will be asked to formulate an abstract specifying an area of inquiry they propose to pursue in earnest. They will submit this abstract following standard professional dictates concerning conference proposals and they will then present the findings of their research to the class in a formal, 20 minute presentation of the sort one might give at an academic conference. The presentation will be followed by a 5-10 minute Q&A.

Final Paper (40%): Each student will develop their Oral Presentation into a full-fledged research paper (15-18pp). Like the oral presentation, these papers will be graded on the originality and complexity of the argument, on the coherence of the argument, and on the degree to which the argument is persuasively developed and supported. All papers should be submitted in proper MLA format.

For the purposes of determining grades on individual assignments and for overall course grades, I shall use the following scale: 90-100 A; 80-89 B; 70-79 C; 60-69 D; ≤59 F.

**Disclaimer** As the instructor for this course, I reserve the right to amend or revise this syllabus in any manner I deem beneficial for the class.

**English 5933 – Poets and their Sources (Spring 2009)**  
Tentative Schedule

JANUARY	
13	Introductions – Ourselves, the Course HW: 1) Post Self-Introduction ; 2) E-mail Contact Info 3) Write first response paper
20	Eliot – <i>Waste Land</i> (+packet)   _____
27	Pound – Selected <i>Cantos</i> and selected <i>ABC of Reading</i> _____
FEBRUARY	
3	Rukeyser – <i>Book of the Dead</i> (+packet)   _____
10	Wright – <i>Twelve Million Black Voices</i> <i>Reznikoff – Testimony</i> (packet)  _____
17	Williams – <i>Patterson</i> (+packet)   _____
24	Olson – Selected <i>Maximus</i> Poems (+packet)   _____
MARCH	
3	Howe – <i>The Nonconformist's Memorial</i> _____
10	SPRING BREAK
17	Rankine – <i>Don't Let Me Be Lonely</i> Nowak – <i>Shut Up Shut Down</i> *Abstract Due  _____
24	<b>IDEA Surveys</b> Ondaatje – <i>Collected Works of Billy the Kid</i> _____
31	<b>INDIVIDUAL CONFERENCES</b>
APRIL	
2	Cha – <i>Dictee</i> Kim – <i>Commons</i> *Brief Critical Review Due  _____
7	Presentations: _____ _____ _____ _____
14	Presentations: _____ _____ _____ _____
21	Final Paper Workshop
28	<b>LAST CLASS</b> — Final Paper Due

= 2pp Response Due (Turned in via WebCT by 7pm the previous day)

= Discussion-Leader