Introduction to English Graduate Studies

Course Description

(3-0) 3 hours credit. Introduction to the premises, concepts, and methods of literary study, including literary history, terminology, bibliography, and various critical and theoretical approaches to literature. Normally must be taken in the student’s first semester of graduate study.

This course will introduce you to the M.A. reading list and prepare you for the comprehensive M.A. exam. It will require that you “practice” and complete questions that are equivalent to the actual exam. These questions will take the form of historical, genre, thematic and poetry explication. In addition, this course requires that you become familiar with producing an annotated bibliography and a research/conference essay, both produced in MLA style.

As stated on the English Department website: The Master of Arts degree in English offers the student an opportunity to acquire a general knowledge of English and American literature, to understand the historical and cultural contexts in which that literature was produced, to develop skills in critical analysis, and to conduct literary, rhetorical, and linguistic research. (Thesis Option) Students who have completed 24 or more semester credit hours in an approved program of study with a grade point average of 3.5 or better, upon submission and approval of a thesis proposal to a Thesis Director and the Graduate Program Committee, may elect to include ENG 6983, Master’s Thesis in their 12 elective hours. Students choosing to write a creative thesis must have completed, among their approved electives, 6 hours of ENG 6043 or the equivalent, at least 3 of these 6 hours must be in the genre of the thesis. As soon as a student completes 12 semester credit hours of graduate coursework in English, he or she must meet with the Graduate Advisor to draw up a program of study. In addition to the semester-credit-hour requirements set forth above, candidates for the degree are required to pass the Comprehensive Examination. The Comprehensive Examination, composed of both written and oral portions, is offered two times a year, each Fall and Spring Semester, and may be offered during the summer term. It is normally taken in the semester in which the candidate is due to complete his or her graduate study. The Comprehensive Examination may be taken only twice.

Course Objectives

• Provide students the opportunity to effectively write a graduate level essay including form and content as well as successful integration and documentation of secondary sources in MLA style
• Provide students the opportunity to effectively write a paper proposal
• Provide students the opportunity to effectively engage in extensive research and write an annotated bibliography
• Provide students the opportunity to develop significant interpretations of a wide variety of literary texts
• Provide students the ability to become familiar with the MA reading list and the requirements for the MA exam

**Required Texts**

- *Borderlands/La Frontera* by Gloria Anzaldúa
- *Loving in the War Years*, Expanded 2nd ed., by Cherrie Moraga
- *Raven Eye* by Margo Támez
- *On Compiling an Annotated Bibliography* by James L. Harner
- *MLA handbook for Writers of Research Papers*, 7th edition
- *A Glossary of Literary Terms* by M.H. Abrams

**Recommended Texts**

- *American Indian Stories* – “Impressions of an Indian Childhood” by Zitkala-Sa
- *Literary Theory: An Anthology*, eds. Julie Rivkin and Michael Ryan
- *Graduate Study for the Twenty-First Century: How to Build an Academic Career in the Humanities* by Greg M. Colón Semenza

**Course Requirements and Grading Criteria**

**No late assignments accepted!**

**Attendance-Class Discussion:** You are required to attend class regularly with prepared questions and/or substantive comments on the day’s readings. I will record your participation during every class and you will be graded accordingly. For every unexcused absence your grade will be lowered by 15 points. For each class you should be prepared to discuss the material. I expect everyone to be respectful of their fellow peers and come to class with open minds that will allow for constructive debate and discussions about the material presented, especially during student presentations. I encourage you to continue your in-class discussions online through Blackboard. Please see “UTSA Handbook of Operating Procedures” for a more detailed outline of approved excused absences and the process for proper notification to the instructor. http://www.utsa.edu/hop/chapter5/5-9.cfm

**Blackboard Discussions:** Since this is a “hybrid” course you will be required to participate substantially on Blackboard utilizing the Discussion Tool. Each BB discussion should include but not be limited to the following: *(1p response to the week’s material); (2 questions); (1p peer response); (answer at least 2 questions).* These formal weekly responses/dialogues will provide a space where you can critically analyze the readings AND discuss the material with your peers. Please submit your questions and preliminary comments to BB at least 5 days prior to our face-to-face class meeting. You will be required to submit at least two questions per week; respond to at least two of your peers’ questions; and respond to at least one student’s reading response. This will take the form of “dialogue,” similar to an in-class discussion. Thus, you are encouraged to respond back and forth with a peer who has answered one of your questions and/or responded to your reading response.

**Note:** All responses and dialogue that occur on BB are not to be treated as informal “chats.” Please see the following websites for universal practices of online “netiquette”:
http://www.csustan.edu/Blackboard/Netiquette.html
My criteria for these discussions will be based partly, but not exclusively on the following:

- Your ability to critically analyze and interpret the readings
- Your ability to properly explicate and evaluate socio-historical essays and creative works
- Your ability to NOT simply summarize the articles/reading, but rather, discuss your own ideas and interpretations of a particular text
- Your ability to write well-thought responses and/or questions that are coherent and illustrate proper use of grammar, mechanics, and style (e.g. basic elements of language use; clear, effective, correct sentence structures, word choice, tone, voice)
- Your ability to critically analyze another student’s comments and give critical feedback
- Your ability to engage in meaningful and substantial dialogue with your peers that focuses on the readings
- Your ability to bring in examples of lived experience that are relevant to the main topic of discussion
- Your ability to ask questions that engage your peers to think critically about a particular work
- Your ability to introduce new material (e.g. websites, new articles, current events, other journal articles, books, films, documentaries, etc.)

**Paper Proposal: (1p)** This assignment will give you the opportunity to produce a coherent and concise proposal that defines your topic. You should provide a thesis (although this may change before the final essay). Discuss the major issues and questions your paper will be addressing. Include comments on how your secondary sources will contribute to your thesis. And explain why these sources are important to your project.

**Annotated Bibliography:** You are required to turn in an annotated bibliography of at least five major sources (e.g. books and peer-reviewed journals) outside of our assigned class readings. Annotations are descriptive and critical and should interpret the author’s point of view, clarity and appropriateness of expression, and authority. It should summarize the central theme and scope of the book or article. This assignment will require the application of various intellectual skills such as: concise exposition, succinct analysis, and informed library research. Include one or more sentences that evaluate the authority or background of the author, comment on the intended audience, compare or contrast this work with another you have cited, or explain how this work illuminates your bibliography topic. In addition, this assignment should also include a compilation of your extensive research history.

**M.A. Exam Practice Questions: (2-3p)** These writing assignments will give you the opportunity to practice taking the M.A. exam. You are required to turn in responses to questions that are similar to those on the exam (e.g. thematic, historical, genre, and poetry explication).

**Final Essay: (8-10p)** All essays are to be turned in electronically via Blackboard as well as in person. All papers should be double-spaced and typed in 12-point font with a one-inch margin on all sides. (MLA Style) My criteria for grading ALL essays will be based partly, but not exclusively on the following:

- Your ability to produce a coherent, well thought-out graduate level essay that includes secondary sources
• Your ability to submit an MLA style paper with proper documentation
  Reference websites for proper MLA style (also refer to latest edition of the MLA Handbook): http://owl.english.purdue.edu/owl/resource/557/01/
• Coherence: thesis clarity and creativeness; paragraph topic-sentence clarity and cohesion with thesis; ideas are clearly stated; supporting evidence is appropriate to chosen topic; addresses the target audience
• Structure: the order around which the paper is organized; degree to which introduction and body develop towards conclusion; overall soundness of structure
• Thematics: creative use of topic (as opposed to simple summary); relevance of paper to the given assignment suggestions; level of engagement of the author(s)
• Grammar and Mechanics: basic elements of language use; clear, effective, correct sentence structures
• Stylistics: word choice, tone, voice

Presentations: Everyone will present one of the weekly assigned readings in order to facilitate class discussion. Although it is not required you can utilize any of the following multi-media formats to aid in your presentations: film/documentary clips, PowerPoints, material objects, music, visual art, youtube clips, and current news events that relate to the course readings. As a presenter you may synthesize the main points of the day’s reading and evaluate the author’s main arguments or narrative style, theme, etc. You may also provide historical background, biographical information of the author, or review current literary/historical criticism of the works. Please see me in office hours or e-mail at least one week before your presentation. Remember that your presentation must include questions that you present to the class.

Reflection Essay: (1-3p) This essay should be a well thought out reflection of the course and its major objectives. You should also discuss what you learned and your own intellectual growth after taking this course.

Point Distribution
Weekly Blackboard Discussion ..........30pts x 4=120
In Class Discussion/Participation ............10pts x5=50
Reading Responses/Exam Questions .............. 40pts x 4 = 160
Presentation ........................................... = 30
Paper Proposal/Annotated Bibliography .................=40
Final Essay .............................................=90
Reflection Essay ........................................=10
Total Points ........................................... 500

Final Grading Scale

A 450 points and above
B 400-449
C 350-399
D 300-349
F 299 and below

Students with Disabilities

The University of Texas at San Antonio is committed to providing students, faculty, staff, and visitors access to all university programs, activities, and facilities in accordance with the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA) and the
Americans with Disabilities Act Amendments Act (ADAAA) of 2008. The university prohibits discrimination against persons with disabilities in all programs, services and activities. Disability Services (DS) coordinates support services, accommodations, and equipment for students with disabilities. DS certifies eligibility for services, determines reasonable accommodations, and develops plans for the implementation of accommodations. The DS director also assists students in the informal resolution of complaints. Information regarding support services, accommodations and equipment for students may be found at the website: (http://www.utsa.edu/disability/students.htm) The Americans with Disabilities Act (ADA) coordinator assists faculty, staff, and visitors in the certification process and in the informal and formal resolution of complaints related to accommodation requests. The Human Resources Department serves as liaison for faculty and staff with disabilities in ensuring reasonable accommodation by the university. The procedure to request an accommodation under this policy can be found at: http://www.utsa.edu/hr/EmployeeRelations/ada.cfm

Scholastic Dishonesty (Plagiarism)

You will automatically receive a “0” for any assignment that has been plagiarized. The Office of Student Judicial Affairs or faculty may initiate disciplinary proceedings against any student accused of scholastic dishonesty. “Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty. For a more detailed overview please see the student code of conduct bulletin: http://www.utsa.edu/infoguide/appendices/b.html

Refer to following websites for avoiding plagiarism and read “plagiarism handouts thoroughly”:

http://owl.english.purdue.edu/owl/resource/589/01/
http://cambridge.cic.tsinghua.edu.cn/reading/plagiarism.html
http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-AvoidDishonesty.html
http://www.utexas.edu/lbj/students/writing/plagiarism.pdf

Student Code of Conduct

Please Note: This course will foster an environment that instills dignity, respect, tolerance, appreciation of diversity and positive regard for all members of our college community. It will nurture an atmosphere free from racism, religious intolerance, sexism, ageism, homophobia, harassment, discrimination against those with disabling conditions, or discrimination based upon an individual’s political views or beliefs. Hate speech of any type in class or online (i.e. Blackboard, e-mail correspondence, etc.) will not be tolerated.

By enrolling at The University of Texas at San Antonio, a student neither loses the rights nor escapes the responsibilities of citizenship. All students are expected to obey federal, state, and local laws, the Rules and Regulations of the Board of Regents of The University of Texas System, the rules and regulations of The University of Texas at San Antonio, and directives
issued by an administrative official in the course of his or her duties. A student who enrolls at the University is charged with the obligation to conduct himself or herself in a manner compatible with the University’s function as an educational institution; consequently, conduct which interferes with the use or utilization of University facilities by other persons may be punished regardless of whether such conduct is specifically proscribed by the provisions of the Student Code of Conduct.

According to the UTSA “Information Bulletin” section regarding student code of conduct, Sec. 202. Specific Conduct Proscribed, disciplinary proceedings may be initiated against any student for acts or violations including, but not limited to the following: advocacy, either oral or written, that is directed to inciting or producing imminent lawless action and is likely to incite or produce such action; engaging in conduct, either alone or in concert with other people, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any scheduled class, etc. For more details of this university policy please see: http://www.utsa.edu/infoguide/appendices/b.html

Violations of these guidelines will result in a significant lowering of the student’s class participation grade at the instructor’s discretion, and may lead to other sanctions, including administrative removal from the class if necessary.

**Detailed Course Schedule**

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<th>Day</th>
<th>Weekly Readings &amp; Assignments</th>
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| Jan 11th    | • Introductions; Review Syllabus; Sign Up for Presentations  
             | • Review Requirements for MA Exam                                                                   |
|             | • Preliminary Writing Assignment (Graduate School - Goals, Expectations)                               |
| Jan 18th    | • **Presentations and Discussion**  
             | • “The Man Made of Words” by N. Scott Momaday (p. 36-46)                                             |
|             | • From *Yellow Woman and a Beauty of the Spirit: Essays on Native American Life Today* by Leslie Marmon Silko “Interior and Exterior Landscapes: The Pueblo Migration Stories” (p. 25-47) and “Language and Literature from a Pueblo Indian Perspective” (p.48-59)  
             | • **Reading Response #1 (2-3p); Thematic Question Due:** Think about the ways in which Leslie Silko and N. Scott Momaday discuss language, memory, writing and the imagination. Write a comparative analysis paying close attention to their use of symbolism and metaphors as well as the function of the oral tradition and multiple narrative voices. |
| Jan 25th    | • **Online /Blackboard Discussion**  
             | • *American Indian Stories* – “Impressions of an Indian Childhood” by Zitkala-Sa (excerpts)            |
|             | • “Genocide by Any Other Name” by Ward Churchill (p. 1-24 and p. 44-60)                              |
|             | • Video: “In the White Man’s Image” (Screen on Blackboard)                                           |
|             | • “Zitkala-Sa’s Autobiographical Writings: The Problems of a Canonical Search for Language and Identity” by Martha Cutter (p. 31-44)  
             | • Deflected Missives: Zitkala-Sa’s and Its Uncontainment by Barbara Chiarello (p. 1-26)        |
|             | • From *Literary Theory: An Anthology*, eds. Rivkin and Ryan “Tradition, Invention, and Aesthetics in Native American Literature” (1051-1067) |
| Feb 1st     | • **Presentations and Discussion**  
             | • **Reading Response #2 (2-3p); Historical Question Due:** Discuss how Zitkala-Sa’s work |
portrays the attitudes of the age in which it was written and whether or not her work is written toward a responsibility for the suffering of others, either by demonstrating those attitudes or protesting against the prevailing attitudes.

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| Feb 8<sup>th</sup> | **Online /Blackboard Discussion**  
- Gloria Anzaldúa *Borderlands/La Frontera* (Chp. 1-7)  
| Feb 15<sup>th</sup> | **Presentations and Discussion** (Anzaldúa’s *Borderlands*) |
| Feb 22<sup>nd</sup> | **Online /Blackboard Discussion**  
- From *De/colonizing the Subject: The Politics of Gender in Women’s Autobiography*, eds. Sidonie Smith and Julia Watson, “The Margin at the Center On Testimonio (Testimonial Narrative)” by John Beverly (p. 91-114)  
- From *Loving in the War Years*, Expanded 2<sup>nd</sup> ed., by Cherrie Moraga, “Loving in the War Years,” “La Güera,” “A Long Line of Vendidas,” “Looking for the Insatiable Woman,” and “Out of our Revolutionary Minds Toward a Pedagogy of Revolt”  
- From *The Last Generation* “Queer Aztlan: the Re-formation of Chicano Tribe” (p. 145-174) |
| Feb 24<sup>th</sup> | **Presentations and Discussion**  
**Reading Response #3 Due (2-3p); Genre Question Due:** After reading a brief overview on the history of autobiography theory and testimonio; discuss the works of Anzaldua and Moraga within the context of these theories. How have these authors pushed the limits of the genre to create new ones altogether and resist the confines of a particular set of language practices? |
| Mar 1<sup>st</sup> | **Online /Blackboard Discussion**  
- *Raven Eye* by Margo Támez  
- “Restoring Lipan Apache Women’s Laws, Lands, and Strength in El Calaboz Ranchería at the Texas-Mexico Border” by Margo Támez  
- Poetry Explication Handouts  
**Selected essays and interviews**  
- *Militarization and Indigenous Women*  
- *Censored News – Earth Cycles*  
http://www.earthcycles.net/journal/index.php?43  
- *No One Is Illegal Radio*  
http://emma2.radio4all.net/pub/files/jaggisingh@gmail.com/2840-1-20080208-MargoTamez-FINAL.mp3  
- *Conspiring With Margo Támez*  
http://blogcritics.org/books/article/interview-conspiring-with-poet-margo-tamez/  
- *Attend Walter Mignolo Lecture: Crossing Gazes and the Silence of the Indians: Theodor*
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| Mar 2nd | **Attend Walter Mignolo Lecture:** Decolonial Aesthetics: On Geopolitics of Knowing and Sensing; University Room, BB 2.06.04, 2-4 pm  
Online/Blackboard Discussion  
**AAHHE Conference (all day)** |
| Mar 5th | **INTERNATIONAL WOMEN’S DAY MARCH**  
http://www.sawomenwillmarch.org/ |
| Mar 8th | **Presentations and Discussion**  
**Reading Response #4 Due (2-3p); Poetry Explication Due:** Explicate several poems by Margo Tamez from *Raven Eye*; describing how the formal elements relate to meaning and tone. Your response should consider such elements as verse form and structure, rhythm, sound patterns, word choice, diction, syntax, wordplay, figures of speech, imagery, allusion, relevant contextual issues, and so on, focusing your analysis on the most important elements. Make sure you formulate an argument about the poem, not a list of its formal features or a paraphrase of it. |
| Mar 15th | **Spring Break**                             |
| Mar 22nd | **Women's History Month**  
**Guest Speaker:** Dr. Margo Támez, Lipan Apache/Jumano Apache  
Assistant Professor, Gender-Women's Studies and Indigenous Studies, Community, Culture and Global Studies  
Irving K. Barber School of Arts and Sciences  
University of British Columbia Okanagan  
Location/Time: TBA |
| Mar 24th | Attend COLFA Research Conference: 10a-4p  
http://colfa.utsa.edu/English/2011_COLFA_Conference_Flyer.pdf |
| Mar 29th | **Presentations and Discussion**  
Be prepared to Discuss *On Compiling an Annotated Bibliography* by Harner (entire book)  
**Library Research (Tara Schmidt)**  
**Brainstorming for Final Essays** |
| Apr 5th  | **Continue Library Research:** Writing Paper Proposals and Annotated Bibliography |
| Apr 12th | **Paper Proposal & Annotated Bibliography Due** (submit electronically under Assignments Link)  
**Individual conferences to discuss papers and bibliographies** |
<p>| Apr 19th | <strong>Continue Library Research:</strong> Writing/Revising Final Essay |
| Apr 26th | <strong>Final Essay Due</strong> (submit electronically under Assignments Link) |</p>
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<td>Apr 26th</td>
<td>• <strong>Final Essay Due</strong> (submit electronically under Assignments Link)</td>
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<td>• Presentation of Final Projects</td>
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<td>Apr 30th</td>
<td>• <strong>Reflection Essay Due</strong> (submit electronically under Assignments Link)</td>
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<td>May 3rd</td>
<td>• Final Exam (5-7:30pm)</td>
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<td>May 7th</td>
<td>Conference: 2011 UTSA English Graduate Symposium</td>
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<td>&quot;Theory in the Flesh: Bodies of Scholarship, Activism, and Community&quot;</td>
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