English 2213: Literary Criticism and Analysis  
University of Texas at San Antonio  
Fall 2012

**Instructor:** Chelsey Patterson  
**Office Hours:** Tuesdays and Thursdays 1:00-1:30 or by appointment  
**Office location:** MB 2.308  
**Email:** Chelsey.patterson@utsa.edu  
**Office Phone:** (210) 458-7885

English 2213.013  TR 2:00-3:15  MB 0.222  
English 2213.014  TR 3:30-4:45  MB 1.124

**Prerequisite:** Students must first successfully complete the core curriculum requirement in rhetoric and composition before taking ENG 2213.

**Course Description:**  
This course introduces students to a variety of ways of reading, analyzing, and writing about contemporary literature. It is designed to prepare students for advanced courses in literature. We will read, interpret, and analyze works of poetry, fiction, and drama using critical approaches, including: New Criticism, Marxist criticism, Postmodern Criticism, and Feminist criticism, including Chicana theory. We will focus on literary terms and the form of texts while studying different literary genres. This course is reading and writing intensive. ENG 2213 is a degree requirement for a bachelor’s degree in English. Successful completion of the course will also fulfill the Core Curriculum requirement in Domain IIIA.

**Required Course Texts:**


*I will also assign additional readings on BlackBoard during the semester.*

**Supplies:**

Enough $ in your student account to print articles from BlackBoard  
1 blue book for the final exam  
A notebook for taking notes during class/writing supplies

**Course Learning Objectives:**

**Gaining Factual Knowledge**

- This course exposes students to different types of literature and different approaches to reading it through the study and practice of literary criticism.
This course will offer students opportunity to extend their understanding of how the meaning of literature varies according to different interpretive lenses.

Learning Fundamental Principles, Generalizations, and Theories
This course will offer students opportunity to:
- Further develop their understanding of literary genres and literary forms
- Expand their ability to write critically researched literary analysis
- Identify and critique the premise of a source

General Goals of the Course:

Critical Reasoning Skills:
This course will offer students opportunity to continue to develop their ability to:
- Analyze, synthesize, and evaluate a writer’s argument
- Compare and contrast ideas
- Paraphrase and summarize a text

Critical Reading Skills:
This course will offer students opportunity to expand their ability to:
- Approach texts in a critical fashion
- Become an active reader

Critical Writing Skills:
This course will offer students opportunity to continue to develop their ability to:
- Create, integrate, and support a clear thesis
- Incorporate research using MLA format

Course Grade Distribution: (All exams and major assignments must be completed and turned in on the day that they are due in order to earn credit for the course.)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Essay 1: Poetry Explication (3-4 pgs)</td>
<td>10%</td>
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<tr>
<td>Essay 2: Literary Criticism: Marxism (3-4 pgs)</td>
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<tr>
<td>Essay 3: Literary Criticism: Postmodernism (3-4 pgs)</td>
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<tr>
<td>Essay 4: Literary Criticism: Chicana Feminism Research Paper (8-10 pgs)</td>
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<tr>
<td>Weekly Quizzes</td>
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<tr>
<td>Group Presentation</td>
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<tr>
<td>Final Exam</td>
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Plus/Minus Grading System:
The UTSA English Department has voted to adopt the plus/minus grading system for all English courses. The new grading system will be calculated as follows:
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Points</th>
<th>Letter Grade</th>
<th>Point Range</th>
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<tbody>
<tr>
<td>A+</td>
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<td>97-100</td>
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<td>90-92</td>
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<tr>
<td>B+</td>
<td>3.33</td>
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<td>B-</td>
<td>2.67</td>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>2.33</td>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>2.00</td>
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<td>73-76</td>
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<td>C-</td>
<td>1.67</td>
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<td>70-72</td>
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<td>67-69</td>
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<td>D</td>
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<tr>
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<tr>
<td>F</td>
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<td>0-59</td>
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**Due Dates:**

Essay 1: Thursday, September 20
Essay 2: Thursday, October 23
Essay 3: Thursday, November 13
Essay 4 (Research paper): Tuesday, December 6 (last day of class)

*Note: Exam dates and assignment due dates are subject to change.*

**Reading Quizzes:**

With the exception of the first and last week of class, you will be provided with a brief short-answer quiz based on the readings during the week. A missed quiz as a result of a tardy cannot be made up. A missed quiz as a result of an absence cannot be made up unless the absence is officially sanctioned by the college (please refer to the Attendance Policy below for more information about excused absences) and is accompanied by a written excuse. A total of 13 quizzes will be given during the semester. I do drop your lowest quiz grade.

**Presentation:**

Working in groups of four to five, each group will make a presentation to the class to contextualize and historicize the particular assigned author and her/his writing. You will first need to conduct outside research to gain background information on the author, and the cultural context of the text itself. Your grade will be based on 1) The quality of your research findings and 2) Organization of material and its professional delivery. You have a time limit of 40 minutes. Make sure you let me know details about your presentation at least one week before your presentation date. More information about the presentation will be provided in class.

**Short Essays:** You will be required to write three short essays (3-4 pages in length, double-spaced, Times New Roman, one inch margins) throughout the semester. Each short essay must focus on the text and theory that is assigned for that period and must include key terms associated with the particular theory being discussed. More information about the essays will be provided in class.

**Essay #4 (The research paper):** The final research paper should be 8-10 pages (double-spaced, Times New Roman, one inch margins) and will analyze *If I Die in Juárez* using Chicana feminist theory. The research paper
should include key terms from the particular theory that you are using and should incorporate secondary sources that directly relate to the theory that you are using. More information will be provided during class.

**Final Exam:**
The cumulative final exam will consist of short answer questions from PowerPoint lecture notes, handouts, and your critical theory reader. A study guide will be provided for you to prepare for the exam.

**Extra Credit Opportunity:** An extra credit opportunity will be provided during mid-semester. More information will be provided during class.

**Course Policies:**

**Attendance:**
Students may have no more than three unexcused absences without penalty to their grade. If a student has more than three unexcused absences, each additional unexcused absence will affect her/his participation grade. For every additional unexcused absence after the third unexcused absence, two points will be subtracted from the student’s final course grade. Students are responsible for all work and for keeping up with assignments announced in their absence. Students must provide proof of their excused absence within a week of the absence in question. Students with unexcused absences will not be able to make up or receive credit for work specifically designed to be completed in class. I do not accept late work for unexcused absences.

**Incompletes** may be given at my discretion to indicate that some part of the work of a student in a course has, for good reason, not been completed, while the remainder of the student’s work in the course was satisfactorily completed. The Incomplete allows a student to complete the course without repeating it. A student does not need to re-register for the course. A grade of Incomplete may not be assigned when a definite grade can be given for the work done. The student must have been in attendance at least three-fourths of the semester to receive a grade of “IN.”

**Excused absences** will not be counted as unexcused absences and students will thus not be penalized. However, please note that excessive excused absences will affect your performance in the course and could result in failure of the course itself. Excused absences must meet the following criteria: Religious holy days, active military service, official university functions, illnesses supported with official medical documentation, funerals, or other extenuating circumstances. (Please note that based on the circumstances, in order for an absence to be excused in these situations, the student must provide a copy of her/his military orders, a physician’s excuse, or a note from a faculty member or university employee in charge of the university-sanctioned activity, etc.) If possible, please provide twenty-four hour notice of any excused absence.

The instructor will not drop students for failure to attend the course. As per university policy, students who do not attend class or stop attending class and do not withdraw from the course will earn failing grades.

**Arriving Late to Class:** Please be on time for each scheduled class meeting. It is a distraction to me and your classmates when students arrive late to class. Arriving late also means that you might miss a reading quiz, a handout, or an important announcement. Repeatedly arriving late to class can result in an unexcused absence.

**Late Assignments:**
I do not accept late grades on assignments except in the case of excused absences. The late assignments in these cases must be completed within a week of the excused absence. I do not accept assignments through e-mail.
Acquiring the Required Texts for Class:
It is your responsibility to acquire the required texts for the course through the campus bookstore, off-campus bookstores, online (Amazon), or through the UTSA library. Failure to acquire the texts or failure to acquire the texts within a timely manner does not excuse students from not taking quizzes, completing writing assignments, or contributing to class discussions. It is recommended that you acquire all of the texts for this class on or soon after the first day of class.

Electronically Saving Your Work:
When working on a major essay, always electronically save your work as you are working on it in at least three ways: on your desktop, on a thumb drive, and through the method of e-mailing it to yourself as you are saving revisions. The excuse of “my computer crashed,” “my computer caught a virus,” “my computer was stolen,” or “my printer ran out of paper” will not be accepted and you will not be allowed extra time to compose your work. Prepare ahead of time by saving your work in three different locations!

Class Participation: It is important to choose to actively participate in class discussions in a meaningful and productive way and produce in-class writing assignments that are thoughtful and contain evidence of critical thinking. However, simply showing up is not enough. The course is designed to be effective when students actively engage; therefore, your participation in class discussions, small group activities, and your engagement with in-class writing assignments will determine your participation grade. It is integral that you come to class with the text(s) in hand and read on the day that it is to be discussed. You should be prepared with notes, questions, marked or highlighted passages, and general reactions. You should be ready to be called upon and to discuss the texts.

Note: As this is a course designed for prospective English majors, this course is built on reading, writing, discussion, arguments, and interactive thinking. Please note that we will be discussing “adult content” contained in the literature and criticism being analyzed that some may find offensive. If you are uncomfortable discussing such content or exploring ideas and belief systems from multiple perspectives that might not adhere to your own, this may not be the appropriate course for you.

Classroom Civility:
As students, it is important to maintain a classroom environment that is respectful to all individuals and is conducive to academic learning. Diverse and contrasting viewpoints, lively discussion, and questioning are encouraged and valued within the boundaries of civil behavior that respects the educational objectives of the course, the Department, and the University. Inappropriate behavior in the classroom will result, minimally, in a private conference with the instructor and possibly a request to leave the class.

Distracting or inappropriate behavior includes but is not limited to:
- Repeated disregard for policies spelled out on the course syllabus, such as prohibition of mobile phones, PDAs, iPods, etc.
- Sleeping during class
- Disruption of other students’ work time or disruption of lectures.
- Continual challenges to instructor’s authority (interrupting, arguing, ongoing disregard for project requirements or course material).
- Insulting, intimidating, or offensive remarks to or physical behavior towards other students or instructor.

Electronic Device Policy:
Please note that I do not allow laptops to be used during class unless you are using it to take notes during PowerPoint lectures. In addition, class time is not the appropriate time to listen to your headphones, text, or play with your cell phone or other electronic devices. In addition, when you enter the classroom, please get into the habit of turning off your cell phone so that it does not ring and disturb others during class.
Scholastic Honesty:
The integrity of a university degree depends on the integrity of the work done for that degree by each student. The University expects a student to maintain a high standard of individual honor in all scholastic work. Scholastic dishonesty includes, but is not limited to:

- Cheating on a test or other class work
- Plagiarism (the appropriation of another’s work and the unauthorized incorporation of that work in one’s own written work offered for credit)
- Collusion (the unauthorized collaboration with another person in preparing college work offered for credit)
- If a student is accused of academic dishonesty, the faculty member may initiate disciplinary proceedings through the Department Chair, the Dean of the College, and the Student Judicial Affairs Coordinator. You do not want to go through this.

Note: I have zero tolerance for plagiarism and/or cheating. If you plagiarize/cheat you will receive a zero for that assignment and this violation will be placed on record at UTSA. Please note that repeated violations will result in the failure of the course itself.

The Writing Center:
The WRC is here for students. Paid tutors with degrees in English and some Writing Program professors serve as tutors. You are strongly encouraged to visit the center for assistance with your writing. The tutors will not grade or edit your work, so come prepared. The Writing Center tutors are there to assist with your writing, organization, and development. The tutor room is located in JPL 2.01.12D. Check the Writing Center website for scheduling and appointments: http://www.utsa.edu/twc

Disability Services:
Disability Services (DS) at the University of Texas at San Antonio promotes equal access to all university programs and activities for students with disabilities, providing services that enable students with disabilities to participate in and benefit from all University programs and activities. To be eligible for their services, students must schedule an appointment with DS to discuss needs and register for services. Once you are registered, DS will outline your required class accommodations in a letter to give to your professors—as soon as possible after the beginning of class. I am happy to work with you in any area requested by DS. Further information is available at: http://www.utsa.edu/disability/index.htm

RoadRunner Creed
The University of Texas at San Antonio is a community of scholars, where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered.

As a Roadrunner,

I will:

- Uphold the highest standards of academic and personal integrity by practicing and expecting fair and ethical conduct;
- Respect and accept individual differences, recognizing the inherent dignity of each person;
- Contribute to campus life and the larger community through my active engagement; and
- Support the fearless exploration of dreams and ideas in the advancement of ingenuity, creativity, and discovery.

Guided by these principles now and forever, I am a Roadrunner!

**The University of Texas at San Antonio Academic Honor Code:**

A. **Preamble**

The University of Texas at San Antonio community of past, present and future students, faculty, staff, and administrators share a commitment to integrity and the ethical pursuit of knowledge. We honor the traditions of our university by conducting ourselves with a steadfast duty to honor, courage, and virtue in all matters both public and private. By choosing integrity and responsibility, we promote personal growth, success, and lifelong learning for the advancement of ourselves, our university, and our community.

B. **Honor Pledge**

In support of the ideals of integrity, the students of the University of Texas at San Antonio pledge:

“As a UTSA Roadrunner I live with honor and integrity.”

C. **Shared responsibility**

The University of Texas at San Antonio community shares the responsibility and commitment to integrity and the ethical pursuit of knowledge and adheres to the UTSA Honor Code.

**Class Schedule:** Please remember that the class schedule is tentative and changes to the schedule may occur throughout the semester. I reserve the right to modify the syllabus at any point throughout the semester.
# Class Schedule

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Thursday</th>
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| **August 30**  
-Introduction to class | **September 4**  
-Introduction to poetry |
| **September 11**  
-Reading Due: Brown “Cheap Rent”  
(BlackBoard)  
*Quiz #2 | **September 13**  
-Reading Due: Brown “To the Lightning Teachers” and “Million Dollar Bum”  
(BlackBoard)  
*Quiz #1 |
| **September 18**  
-Reading Due: Brown “The Absence Anthology”  
(BlackBoard)  
-Choose a Brown poem of your choice from BlackBoard that we have not yet discussed and be prepared to explicate it for the class  
*Quiz #3 | **September 20**  
-Presentation #1: Derrick C. Brown  
-Essay #1 Due: Poetry Explication |
| **September 25**  
-Reading Due: *CTT* pgs 53-67  
-Introduction to Marxism  
*Quiz #4 | **September 27**  
-Reading Due: *Less than Zero* pgs 9-25 |
| **October 2**  
-Reading Due: *Less than Zero* pgs 26-58 | **October 4**  
-Reading Due: *Less than Zero* pgs 59-134  
-Reading Due: Joan Didion essay  
(BlackBoard)  
*Quiz #5 |
| **October 9**  
-Reading Due: *Less than Zero* pgs 134-208  
*Quiz #6 | **October 11**  
-Presentation #2: Bret Easton Ellis  
-Reading Due: *Shopping & F***ing* pgs 2-31 |
| **October 16**  
-Reading Due: *Shopping & F***ing* pgs 32-66 | **October 18**  
-Reading Due: *Shopping & F***ing* pgs 67-91  
plus the “Commentary” section, pages xii-xliii  
*Quiz #7 |
| **October 23**  
-Introduction to postmodern literary theory  
-Essay #2 Due: Marxist literary theory | **October 25**  
No class  
*Quiz #8 (e-mail assignment) |
| **November 1**  
-Reading Due: *The People of Paper* chapters 1-6 |  |

*Quiz #8 (e-mail assignment)
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<th>Date</th>
<th>Weekly Assignments</th>
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<tbody>
<tr>
<td>6</td>
<td>- Reading Due: <em>The People of Paper</em> chapters 13-20</td>
</tr>
<tr>
<td></td>
<td>*Quiz #10</td>
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</tbody>
</table>
| 13    | - Introduction to Chicana feminism  
- Introduction to feminicide  
- Reading due: Anzaldúa Chapter 3 “Entering into the Serpent” (BlackBoard)  
- Essay #3 Due: Postmodern literary theory                                                                                                                                 |
| 15    | - Reading Due: *If I Die in Juárez* pgs 1-35  
- Reading Due: (BlackBoard) “Feminist Keys for Understanding Feminicide” (Ríos) and “The Victims of the Ciudad Juárez Feminicide” (Fragoso)  
*Quiz #11 |
| 20    | - Reading Due: *If I Die in Juárez* pgs 36-86                                                                                                                                                                 |
|       | *Quiz #12                                                                                                                                                                                                       |
| 22    | No class - Thanksgiving Holiday                                                                                                                                                                                 |
| 27    | - Reading Due: *If I Die in Juárez* pgs 87-139                                                                                                                                                                 |
|       | *Quiz #13                                                                                                                                                                                                       |
| 29    | - Reading Due: *If I Die in Juárez* pgs 140-194                                                                                                                                                                 |
|       | *Quiz #13                                                                                                                                                                                                       |
|       | **December 4**  
- Reading Due: *If I Die in Juárez* pgs 195-253                                                                                                                                                         |
| 6     | - Presentation #4: Stella Pope Duarte  
- Reading Due: pgs 254-end  
- Essay #4 Due: Chicana Feminism                                                                                                                                 |

**Final Exam:**  
2:00 class: Thursday, December 13 (10:30-1:00)  
3:30 class: Friday, December 14 (10:30-1:00)