# *Writing in the English Major*

**COURSE SYLLABUS**

# ENG 298

# (Fall 2019)

**Instructor: Prof. Stephen G. Brown**

**Ofc: RAJ, Rm 252**

**Ofc Hrs: M-W 1-2p, Tu-Th 10-11a (or by appt)**

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# **Course Description:**

## This course introduces English majors to literature-based academic writing, based on close textual analysis in three genres: *drama, fiction, and poetry*. Guided instruction will be provided for converting *literary analysis and close textual reading* into the *thesis-driven paper,* with particular emphasis placed on the following: explication of quotes; integration of quotes into your own text; proper MLA attribution of quotes and citing of sources; effective strategies for writing introductory, body, and concluding paragraphs; conducting research to support a thesis; editing skills; and strategies of literary analysis. The student will be introduced to the literary features that define effective drama, fiction, and poetry, and which comprise the focus of literary analysis. Weekly practice in explications of quotes and discussions based on close textual analysis will be a regular feature of the course. Course content will be supplemented with inter-active and visual learning components: videos, power-point presentations, digital slide shows, DVDs etc.

# **Texts:**

W.B.Yeats*, Selected Poems* **(bookstore edition only)**

William Shakespeare, *Hamlet* **(bookstore edition only)**

Earnest Hemingway, *The Sun Also Rises* (ditto)

Brown, *Writing in the Margins* (available free on-line)

**Additional Required Materials:**

A Reading-Response Journal

**Writing:**

Reading Response Journal Portfolio (6 entries typed)

Reading Response Journal (entirety, weekly entries)

Midterm Paper (6-8p)

Term Paper (8-10p)

In-Class Written Final (2 hrs)

**Evaluation:**

Reading Response Journal 100 pts

Reading Response Journal Portfolio 100 pts

Midterm Paper (6-8p) 200 pts

Term Paper (8-10p) 300pts

In Class Final (2 hr) 200 pts

Participation/Attendance 100 pts

**Total 1000 pts**

**Grading/ Evaluation:**

100-94% A

93-90% A-

89-87% B+

86-84% B

83-80% B-

79-77% C+

76-74% C

73-70% C-

69-67% D+

66-64% D

63-60% D-

59% - F

**Assignments:**

**Reading-Response Journal**: A course-dedicated journal in which you “explicate” interpret, or further develop the meaning of select passages from course readings, as a means of generating responses for class discussions, content for your midterm and term papers, while fulfilling the journal assignment (three goals in one!. These entries are your “running commentary” on the text, a means of “talking back” to it, perhaps focusing on aspects you wish to develop at greater length in a midterm or term paper: themes, a character, figurative devices, narrative strategies, rhyming schemes, dramatic contrast, symbolism/allegory, recurring patterns etc,. These journals are a chance to take “practice swings” at developing your own interpretation of a text. They are a means of discovering, developing, and honing your own critical voice or “reading” of the text—and may well serve as the first rough drafts of your mini, midterm and term papers. All academic writing springs from this habit of “talking back” to a text. Each entry must be numbered and dated. (100 pts, due last wk of instruction, TBA).

**Journal Portfolio** A portfolio of your best 6 reading response entries (typed, your choice), displaying ability to conduct close textual analysis in the genres of poetery, drama, and fiction. (100 pts, due last week of instruction, TBA)

**Midterm Paper:** An 6-8p elaboration of your mini-paper, developing a close reading of one or more of our texts to date, based on close textual analysis, informed by **at least two outside sources.** Part of your participation grade will include a *10-15 minute conference with the instructor* re: your midterm paper, to underline strengths and needed improvements. (200 pts, due wk 7-8, TBA)

**Term Paper:** an 8-10p paper developing a close reading of texts in the second half of the course, informed by at least **four outside sources**. (300 pts, due last wk of instruction).

**Participation/Discussion:** Inter-active discussions based on our close analysis of the course readings will be a feature of the course. Journal responses to the course readings are intended as prompts for these discussions, the expectation being that each student “brings something to the table” in these *collaborative de-codings* of a text’s possible meanings. (100 pts)

**In-Class Final**: a two-hour written exam, designed to evidence mastery of the ability to *explicate select passages from course readings*, *to concisely state, effectively organize, and concretely develop a critical focus* with textual references, examples, logic etc. *Three passages* from course readings (one per text), will be handed out *one week prior* to the final. The student will have a week to prepare responses to each passage. On the day of the final exam, the *instructor will choose two* of them for the final exam. (200 pts, finals week, as scheduled).

**Reading/Discussion Schedule:**

Weeks 1-4: Yeats, *Select Poems* (13)

Weeks 5-9 Shakespeare, *Hamlet*

Weeks 10-14: Hemingway*, Sun Also Rises*

**Policies:**

**Deadlines:** All due-dates will only be extended with instructor’s **prior approval.** Extensions will only be granted until the next class session. Papers handed in two or more classes after a deadline *will not be accepted*.

**Writing Guidelines:**

All papers turned in for evaluation (mini, midterm, term paper) must use the following guidelines:

typed

double-spaced

1” margins

12 pt font

titled

paginated from lst page of text

MLA parenthetical page reference for quotes

works cited page

block quote (at least one, Term Paper)

outside sources: two for midterm, four for term paper

**Participation/Attendance:**

Your participation in inter-active discussions will figure into the attendance/participation portion of the grade (100 pts).

**Academic Misconduct** –Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <http://studentconduct.unlv.edu/misconduct/policy.html>. Any incidents of documented plagiarism will result in a **zero** for the assignment, and depending on the circumstances may result in an “F” for the course or expulsion from the university.

**Copyright** – The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://provost.unlv.edu/copyright/statements.html>.

**Disability Resource Center (DRC)** –The Disability Resource Center (DRC) determines accommodations that are “reasonable” in promoting the equal access of a student reporting a disability to the general UNLV learning experience. In so doing, the DRC also balances instructor and departmental interests in maintaining curricular standards so as to best achieve a fair evaluation standard amongst students being assisted. In order for the DRC to be effective it must be considered in the dialog between the faculty and the student who is requesting accommodations. For this reason faculty should only provide students course adjustment after having received an “Academic Accommodation Plan.” If faculty members have any questions regarding the DRC, they should call a DRC counselor.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The DRC is located in the Student Services Complex (SSC-A), Room 143, phone (702) 895-0866, fax (702) 895-0651. For additional information, please visit: <http://drc.unlv.edu/>.

**Religious Holidays Policy** –Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, **February1, 2013**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university that could not reasonably been avoided. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=4&navoid=164>.

**Tutoring** –The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: <http://academicsuccess.unlv.edu/tutoring/>.

**UNLV Writing Center** – One-on-one or small group assistance with writing is available

free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although

walk-in consultations are sometimes available, students with appointments will receive

priority assistance. Appointments may be made in person or by calling 895-3908. The

student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any

writing to be reviewed are requested for the consultation. More information can be found

at: <http://writingcenter.unlv.edu/>

**Rebelmail** –By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.

**Final Examinations** – The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at:http://www.unlv.edu/registrar/calendars

**Incomplete Grades** - The grade of I – *Incomplete* – can be granted when a student has satisfactorily **completed all course work up to the withdrawal date** of that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. A student who receives an I is responsible for making up whatever work was lacking at the end of the semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.