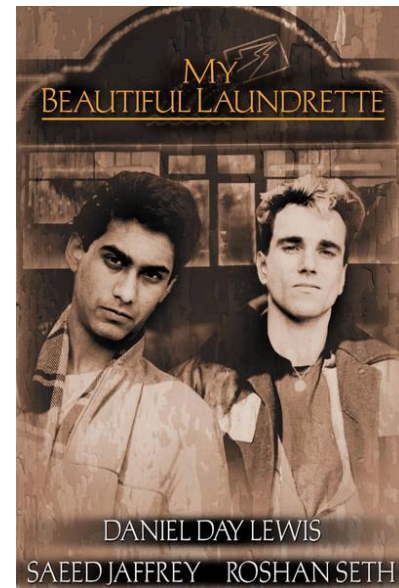
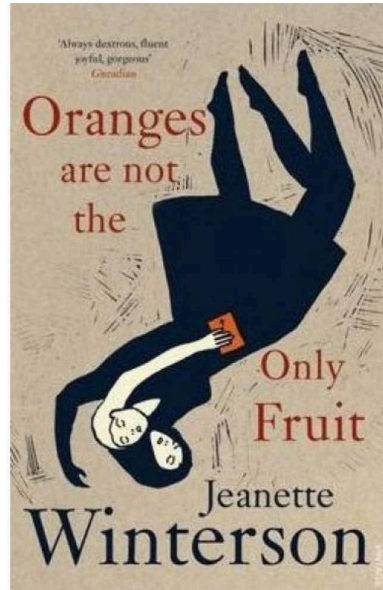
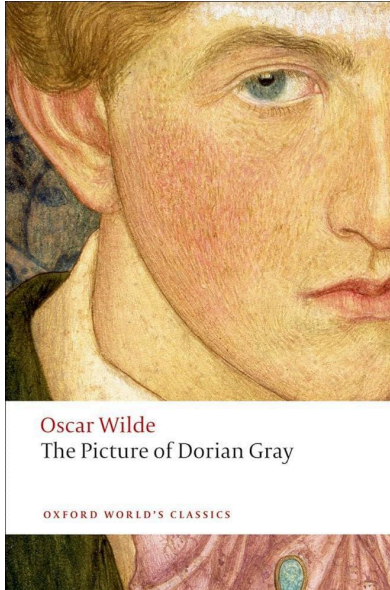
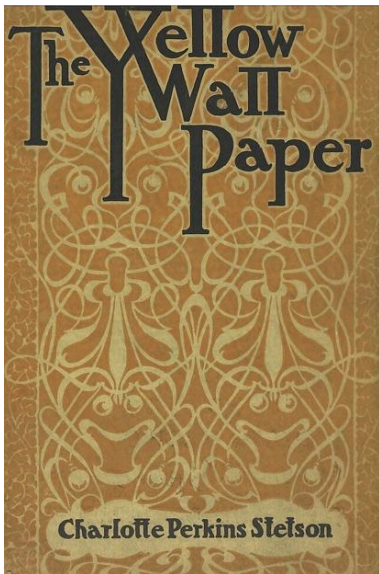




**LIBERAL ARTS**  
TEXAS A&M UNIVERSITY

## ENGL 203. 519: Writing about Literature Approaching Different Selves/Sexualities



Location: LAAH 301

Meeting Times: 4:10 - 5:25 PM

Instructor: Professor Jungah Kim

Email address: [myjungah92@tamu.edu](mailto:myjungah92@tamu.edu)

Office Location: LAAH 334 (but office hours are on zoom)

Office Hours: 12 – 2 PM on Tuesdays

### **Course Description:**

Writing About Literature. (3-0) Credit 3. This course serves to enhance communication and persuasive skills in writing, by learning how to analyze and write about literature. How can the "self" be understood in terms of sexuality, starting from the early nineteenth century to the present day? We will look at a range of types of literature such as short stories, novels, and film, to understand how people understood themselves, by writing about them. The course will

look at texts such as *The Picture of Dorian Gray*, *Oranges are not the Only Fruit*, and *My Beautiful Laundrette*.

### **Required Texts and Resource Material:**

- *The Picture of Dorian Gray*, Oscar Wilde (oxford edition)
- *Oranges are Not the Only Fruit* by Jeanette Winterson

**Short stories available on Canvas**

### **Film Viewing:**

My Beautiful Laundrette, Film

## **Grading and Course Policies**

Your grade is based on the average of the assignments listed below. Specific due dates and detailed instructions for all assignments will be provided on eCampus.

<b>Grade Categories</b>	<b>Breakdown</b>	<b>Points</b>
Attendance & Participation <b>(Please turn your cameras on for class)</b>	10%	100
Response Papers (4 of 300 to 400 word response papers)	10%	100
Midterm Paper - expansion of response papers (1000 Words)	20% (draft 10% + final 10%)	200
Pop Quizzes	10%	100
Group Presentation	20%	200
Final Portfolio (1700 words)	30% (proposal 5% + annotated 5% + final 20%)	300
Total	100%	1000

**Attendance & Participation:** Please read the attendance policy below very carefully. You have a total of 3 freebies in which you can skip class three times for whatever reason. This means that with the exception of the three, other absences will require some form of formal documentation. Any absences that exceed the three freebies will result in a deduction of 10% from your final grade.

You are also expected to actively participate in classroom activities (including peer review) and discussions (class discussions and group discussions). Also, students should complete assigned readings before class and bring reading materials in class.

### **Pop Quizzes:**

Occasionally, I will have graded pop quizzes to check if everyone is keeping up with the reading. The more everyone participates in class and shows that they are reading, the less these quizzes will “pop” up.

### **Weekly Discussion Forum:**

You should sign up for either **Group 1** or **Group 2** in the first week. **Group 1** and **Group 2** will take turns writing discussion question each class.

You are expected to write **5 discussion posts** and respond 5 times to discussion posts.

On days that **Group 1** post, **Group 2** should respond to **Group 1** and on days that **Group 2** posts, **Group 1** should respond.

No group will post on the same day. Check the syllabus to see when each group should post.

**What is expected of your discussion posts:** You will need **five of these entries** and these posts will be graded. They are brief entries that do short analyses of the thing that you read or watched that day. The post should be at least **200 words but no more than 500 words**.

You should point out the most interesting aspects of the text assigned on that day and raise a question that can lead to productive classroom conversations and broaden the scope of our understandings of the text.

**You are expected to post on the discussion forum (canvas) the day before class starts and it should be submitted by no later than 11:59 PM.** For instance, if we have class on Tuesday at 5:30 PM, your discussion post should be posted by Monday 11:59PM.

### **What is expected of your responses:**

You should respond to your classmate by either contributing to their answer or critiquing it (very politely) on why you disagree to their analysis. The response does not have a word limit, but try to be thoughtful and creative.

There are a total of 5 discussion forums for each group. You should upload your questions to 3 forums to get full credit.

For less than 3 forums, 10 points will be deducted for every missing discussion question.

**Major Papers:** This course requires you to write two major papers. One is the mid-term paper one in which you will write a draft and final draft. The second one will be the final portfolio you will turn in at the end of the semester.

In the final portfolio, you will write a proposal, do an annotated bibliography in which you will be writing on a new topic, different from your midterm paper.

The final portfolio requires 1700-word paper by using at least three secondary sources by engaging in scholarly conversations. The prompts will be offered in detail later. 10% will be deducted for every day a paper is late.

**Group Presentation:** Since this class has 25 people, I will split you into groups of 5 and there will be five groups.

For your group presentation, your group will do a 15 - 20 minute presentation (I will stop at 20, so you have time for Q&A and discussion questions) on the text that we read that week. Using a PowerPoint, handout, or both, your group will create a mini-thesis statement of what we have read that week and do a short **close** analysis of **some key passages** that match your thesis statement. After doing your analysis, your group must conduct a student-led discussion by making **discussion questions that are related to your presentation** (for around 5-10 minutes), asking students how these passages may also be read, according to your thesis statement.

### **Numerical Grade Equivalents:**

Course grades are calculated on the standard scale:

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 or less

Major writing projects are graded based on a standard rubric available to students on canvas.

**AI Policy Regarding Papers:**

Students are permitted to use AI assistants, such as ChatGPT, to assist in their writing process in this course. However, there are certain guidelines that must be followed to ensure the integrity of the student's work.

**If you are to use chatGPT (or any AI used to write), you must provide a 200 word explanation of where you used it and how you found it helpful, attached to the assignment.**

**You are not allowed to use chatGPT to generate the whole assignment for you. If you do this, and it is detected, you will get an automatic 0, after consultation with me.**

1. An explanation of prompts must be submitted alongside the assignment, as well as a brief summary of how they were helpful in drafting the assignment.
2. Students are responsible for fact-checking all information generated by the AI assistant. Any inaccuracies found in the final submission will be considered a violation of academic integrity. Please note that although these programs are very good at creating answers that sound authoritative, there is nothing on the backend that performs any fact-checking.
3. The use of AI assistants should be used as a tool to improve the student's writing skills, not to cheat on assignments. Submitting work generated entirely by an AI assistant will be considered plagiarism.
4. Students who violate these guidelines will be subject to the university's academic integrity policy, which may include, but is not limited to, failing the assignment and/or disciplinary action.
5. Students are encouraged to discuss with the instructor if they have any questions or concerns about using AI assistants.

**Acknowledging the use of generative AI in academic work** The use of generative AI must be acknowledged in an 'Acknowledgements' section of any piece of academic work where it has been used as a functional tool to assist in the process of creating academic work.

Minimum requirement to include in acknowledgement:

- Name and version of the generative AI system used; e.g. ChatGPT-3.5 • Publisher (company that made the AI system); e.g. OpenAI
- URL of the AI system.
- Brief description (single sentence) of context in which the tool was used.

For example:

I acknowledge the use of ChatGPT 3.5 (Open AI, <https://chat.openai.com>) to summarise my initial notes and to proofread my final draft.

Level of AI Use	Description	Acknowledgements
<b>No AI Use</b>	<p><b><u>No AI assistance</u></b> is permitted. AI must <b>not</b> be used at any point during the assignment.</p> <p>(Outcomes for the assignment are dependent entirely on the use of previously knowledge, understanding and skills.)</p>	<p>No AI acknowledgement required.</p> <p>(May require an academic honesty pledge to state that AI was not used.)</p>
<b>AI-assisted Preparation</b>	<p><b><u>No AI content</u></b> is allowed in the final submission.</p> <p>AI may be used for</p>	<p>AI acknowledgement is necessary, disclosing which AI tools were used and how.</p>

	brainstorming and generating ideas, and for structuring the assignment.	Prompts and link(s) to AI tools must be included in final submission.
<b>AI-assisted Editing</b>	<p><b><u>No new content</u></b> may be created using AI.</p> <p>AI may be used only to make improvements to the clarity or quality of the assignment, to proofread and to improve the final outcome.</p> <p>AI may be used to complete certain permitted tasks of the assignment.</p> <p><b><u>Critical engagement</u></b> with and careful consideration of AI generated content is implied, and responsibility is accepted for the inclusion of any AI generated content in the assignment.</p>	<p>AI acknowledgement is necessary, disclosing which AI tools were used and how.</p> <p>Prompts and link(s) to AI tools must be included in final submission.</p> <p>AI created content must be formally acknowledged using a formal citation protocol.</p> <p>Prompts and link(s) to AI tools must be included in final submission.</p>
<b>AI for Specific Tasks</b>		
<b>Full Access to AI</b>	<p>AI may be used throughout the assignment in any way that a student deems necessary. AI may be employed as a ‘co-pilot’, companion or collaborator to enhance the final outcome.</p> <p><b><u>Critical engagement</u></b> with and careful consideration of AI generated content is implied, and responsibility is accepted for the inclusion of any AI generated content in the assignment.</p>	<p>AI created content must be formally acknowledged using a formal citation protocol.</p> <p>Prompts and link(s) to AI tools must be included in final submission.</p>

### Controversial Content

During this course, some of the required materials may evoke strong emotions in some students. It is important to keep in mind that we are reading these articles/viewing these speeches to analyze the rhetorical merits of the author’s argument. Our task is NOT to debate the topics. If a student feels uncomfortable with any of the articles/speeches, please speak to your instructor to discuss possible alternatives.

## Attendance and Late Paper Policy

### **Attendance:**

The English Department and the University Rules are that you complete coursework and submit all assignments in the sequence they are assigned by the deadlines posted on canvass. You are also expected to attend class regularly.

**Make-up Policy (Excused absences):** You must have a University-approved excuse in order to make up a missed course activity or turn in any other assignment, without a penalty. You are responsible for providing evidence to substantiate “authorized absences.” If you must miss the course and you are aware of this for whatever reason (get this approved by me with an official document) at least one class before this happens.

**Late Paper Policy (Unexcused absences):** The late paper policy for this course follows the guidelines described by the University Student Rules, “Section 7. Attendance” (<http://student-rules.tamu.edu/rule07>). 10 points will be deducted for every day, after the deadline.

## Contacting Your Instructor

**Email:** As college students, you are expected to approach email as a professional form of correspondence. Please include a clear subject line that gives your instructor information about the contents of the email, a greeting, and a professionally written email text. Emails should include proper capitalization and formatting. Course emails will be responded to within 24 hours (48 over weekends and during university holidays). A sample is provided below, as is a link to a longer article about the use of email in academic settings that may be of interest.

Dear [Earned Title—when in doubt, go with Professor] [Last Name],

This is a line that recognizes our common humanity (“I hope you had a great weekend”).

I’m in your Class Name, Section Number that meets on This Day. This is the question I have or the help I need. I’ve looked at the syllabus, my notes from class, and the course website, and I asked someone else from the class. I think This Is The Answer, but I’m still not sure. This is the action I would like you to take.

Signing off with a Thank You is always a good idea,

[Your name]

Sample email is derived from one created by Laura Portwood-Stacer. For further information and tips, see <https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>

**NOTE:** I will do my best to answer emails within 24 hours from receiving them Monday-Friday. On weekends, I will do my best to answer them within 48 hours. However, generally, I will not respond to emails after 9 PM until the following morning, and I will not respond to emails on holidays. Emails sent on holidays will be responded to after the holiday is over. I will alert students to any changes in my ability to answer emails during the course of the semester.

Please send one email per request or topic of inquiry unless you do not receive a response back in two business days. Furthermore, **I will not discuss grades over email.** It is your responsibility to meet with me in person to discuss your grade.

**DO NOT ask me when things will be graded over email.**

## Policies

### **Academic Integrity**

*“An Aggie does not lie, cheat or steal, or tolerate those who do.”*

Students are expected to be aware of the Aggie Honor Code, the specific rules on plagiarism, and the Honor Council Rules and Procedures pertaining to classroom behavior as explained at <http://aggiehonor.tamu.edu>.

## **PLAGIARISM (Know what it is and avoid it like the plague!!!)**

Please take a moment to review the material available via this link:

[https://library.tamu.edu/services/library\\_tutorials/academic\\_integrity/academic\\_integrity\\_5.html](https://library.tamu.edu/services/library_tutorials/academic_integrity/academic_integrity_5.html)

## **Netiquette**

Alongside the Aggie Honor Code, Texas A&M university observes proper internet etiquette. Hold yourself to the same standard online as you do in everyday life. Remember there is another human on the receiving end of your content. This is an opportunity to put your best foot forward and grow as a professional. Respect other people's time, bandwidth, and privacy, all the while giving them the respect that you would also like to receive. Share information that is worth someone else's time. Be forgiving of other people's mistakes, because you will make them too.

## **University Writing Center**

The University Writing Center (UWC), located in 214 Evans Library and 205 West Campus Library, offers one-on-one consultations to writers preparing documents, slides, or oral presentations. UWC consultations are highly recommended but are not required. Help is available for all of the steps of the writing and speechwriting process including assistance with brainstorming ideas, narrowing the topic, creating outlines or drafts, and presenting a speech to an audience. UWC consultants can help you practice your speech with a real audience or develop visual presentation aids like slides and handouts. Consultants can also help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at <http://writingcenter.tamu.edu/>, or stop by in person.

**\*Due to the pandemic, the UWC is not currently able to offer face-to-face appointments or walk-ins. All appointments will be conducted online or via web conference using Zoom. Contact us at [uwc@tamu.edu](mailto:uwc@tamu.edu) or 979-458-1455 if you need assistance.**

## **COPYRIGHT Statement**

All materials produced for this course are protected by federal copyright law. These materials can include, but are not limited to, this syllabus, class handouts, course notes, PowerPoint slides, slides or information printed on paper or provided virtually using any or all other software, course packets, and content on eCampus. You may not sell, lend, make publicly available, or copy these materials. Distribution of these materials in any way, including digital versions of documents and information, may constitute a violation of copyright law, the Texas A&M University Student Code of Conduct as described in Student Rule 24, and/or the Aggie Honor Code as described in Student Rule 20.

## **English Department Diversity Statement**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, religion, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. I encourage your suggestions about how to improve the value of diversity in this course.

This course meets the following standards for diversity content and instruction in the following way(s):

1. Course content that includes readings and other materials that address various categories of social difference (gender, nationality, religion, ethnicity, age, sexuality, political affiliation, socio-economic status, ability, linguistic background, etc.) on the course topic.
2. Tying current events and local histories centered on the production of social difference into classroom activities.

## **Students Needing Support Service**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you



believe you have a disability requiring an accommodation, please contact Disability Resources Department in the Student Services Building (SSB) in Suite 122 or call 979-845-1637. For additional information, visit <http://disability.tamu.edu>.

### **Statement on Mental Health and Wellness**

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in proper self-care by utilizing the resources and services available from Counseling & Psychological Services (CAPS) at <https://caps.tamu.edu/>. Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

### **Title IX and Statement on Limits to Confidentiality**

Texas A&M University and the College of Liberal Arts are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees — including instructors — cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report (per Texas A&M System Regulation 08.01.01) the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff, or third parties visiting campus.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with Counseling & Psychological Services (CAPS) at <https://caps.tamu.edu/>.

Students and faculty can report non-emergency behavior that causes them to be concerned at <http://tellsomebody.tamu.edu>.

### **Covid-19 Campus Safety Measures**

To help protect Aggieland and stop the spread of COVID-19, Texas A&M University urges students to be vaccinated and to wear masks in classrooms and all other academic facilities on campus, including labs. Doing so exemplifies the Aggie Core Values of respect, leadership, integrity, and selfless service by putting community concerns above individual preferences. COVID-19 vaccines and masking — regardless of vaccination status — have been shown to be safe and effective at reducing spread to others, infection, hospitalization, and death.

### **Personal Illness and Quarantine**

Students required to quarantine must participate in courses and course-related activities remotely and **must not attend face-to-face course activities**. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence (See [Student Rule 7, Section 7.2.2](#).) To receive an excused absence, students must comply with the documentation and notification guidelines outlined in Student Rule 7. While Student Rule 7, Section 7.3.2.1, indicates a medical confirmation note from the student's medical provider is preferred, **for Fall 2020 only, students may use the Explanatory Statement for Absence from Class form in lieu of a medical confirmation. Students must submit the Explanatory Statement for Absence from Class within two business days after the last date of absence.**

**\*Course syllabus is subject to change throughout the semester\***

**ENGL 203 Assignment Due Dates Overview**  
**All submissions must be uploaded to Canvas**

2/28	Midterm Paper Rough Draft due before class to canvas (700 words)
3/6	Midterm Paper Final Draft due before class to canvas (1000 words)
4/8	Proposal for final Portfolio due before class to canvas (700 words)
4/15	Research Annotated Bibliography Paper
5/6	Final Portfolio (maximum 1700 words)

Date	Topic/Reading List	ASSIGNMENT(S)/Activities
<b>Week 1</b>		
1/17 (W)	<b>Course Introduction:</b> Syllabus	Read the Syllabus.
<b>Week 2</b>		
1/22 (M)	<b>What is Literary Analysis?</b>	<i>Read Surface and Subtext, Chapter 1: Introduction, 1.1 to 1.14</i> -Read <i>Surface and Subtext: Novel: Introduction 5.1 – 5.7</i>
1/24 (W)	<b>Short Story Unit + How to write a close analysis</b>	Kate Chopin’s “The Story of an Hour” <ul style="list-style-type: none"> <li>● Surface &amp; Subtext Section will be provided</li> </ul>
<b>Week 3</b>		
1/29 (M)	<b>Short Story Unit</b>	Charlotte Perkins Gillmans’ “The Yellow Wallpaper”
1/31 (W)	<b>Workshopping Discussion Post Responses</b>	<b>Read Surface and Subtext Section uploaded on Canvas</b> <ul style="list-style-type: none"> <li>● <b>Bring two printed responses to class</b></li> <li>● Write a discussion post on one of the short stories and bring it into class</li> </ul>
<b>Week 4</b>		
2/5 (M)	<b>Novel Unit</b>	<i>The Picture of Dorian Gray,</i> Chapter 1 – 3 (p.5 – 40) <b>Group 1 Discussion Post due</b>
2/7 (W)	<b>Novel Unit</b>	<i>The Picture of Dorian Gray,</i> Chapter 4 – 7 (p. 40 – 80) <b>GROUP 2 Discussion Post due</b>
<b>Week 5</b>		
2/12 (M)	<b>Novel Unit</b>	<i>The Picture of Dorian Gray,</i> Chapter 8 – 11 (p. 80 – 124) <b>Group 1 Discussion Post due</b>
2/14 (W)	<b>Novel Unit</b>	<i>The Picture of Dorian Gray,</i> Chapter 12 – 16 (p. 124 – 162) <b>GROUP 2 Discussion Post due</b>
<b>Week 6</b>		

Date	Topic/Reading List	ASSIGNMENT(S)/Activities
2/19 (M)	Novel Unit	<i>The Picture of Dorian Gray</i> , Chapter 17 – 20 (p. 162 – 188) <b>Group 1 Discussion Post due</b>
2/21 (W)	Workshopping Discussion Response Day + Peer Review	Bring two printed responses to class <b>Mini Proposal for Midterm Due</b>
<b>Week 7</b>		
2/26 (M)	Oranges are Not the Only Fruit	Genesis - Exodus (p. 3 - 63) <b>GROUP 2 Discussion Post due</b>
2/28 (W)	Oranges are Not the Only Fruit	Leviticus - Numbers (p.63 - 89) <b>Midterm Rough Draft Due + Peer Review</b> <b>Group 1 Discussion Post due</b>
<b>Week 8</b>		
3/4 (M)	Oranges are Not the Only Fruit	Deuteronomy - Joshua (p.89 - 125) <b>GROUP 2 Discussion Post due</b>
3/6 (W)	Oranges are Not the Only Fruit	Judges - Ruth (p.179 - 224) <b>Group 1 Discussion Post due</b> <b>Midterm Final Due</b>
<b>Week 9</b>		
3/11 (M)	<b>SPRING BREAK</b>	NO CLASS
3/13 (W)	<b>SPRING BREAK</b>	NO CLASS
<b>Week 10</b>		
3/18 (M)	<b>Movie Unit:</b> My Beautiful Laundrette Viewing	Watch My Beautiful Laundrette in Class (Worksheet will be provided for participation points) <b>GROUP 2 Discussion Post Due</b>
3/20 (W)	<b>Movie Unit:</b> My Beautiful Laundrette Viewing	(Worksheet will be provided for participation points) <b>Group 1 + GROUP 2 Discussion Discussion Post due</b>
<b>Week 11</b>		
3/25 (M)	<u>Introducing the Final Portfolio</u>	Explaining the final portfolio
3/27 (W)	Article Reading #1	Response on Articles will be done in class
<b>Week 12</b>		
4/1 (M)	Article Reading #2	Response on Articles will be done in class
4/3 (W)	<b>Mini Proposal Due</b> Library Day	Examining Samples of Research Annotated Bibliography
<b>Week 13</b>		
4/8 (M)	<b>Proposal Day</b>	Peer Review in Class <b>*Proposal (500 - 700 word) due</b>

Date	Topic/Reading List	ASSIGNMENT(S)/Activities
4/10 (W)	How to write papers, using academic articles + Examining Sample Papers	Reading TBA
<b>Week 14</b>		
4/15 (M)	Examining Sample Papers	Reading TBA <Research Annotated Bibliography Due>
4/17 (W)	<b>Office Hour Appointments</b>	No Class
<b>Week 15</b>		
4/22 (M)	<b>Office Hour Appointments</b>	No Class
4/24 (W)	<b>Office Hours Appointments</b>	No Class <Final Portfolio (5/6) 11:59 PM Due>