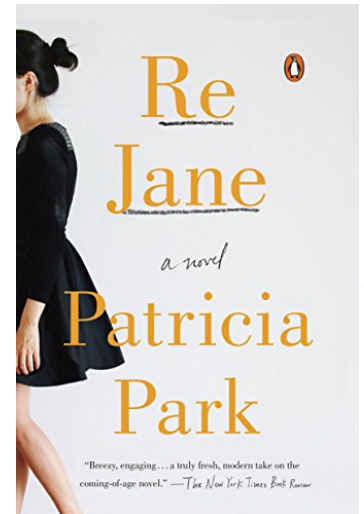
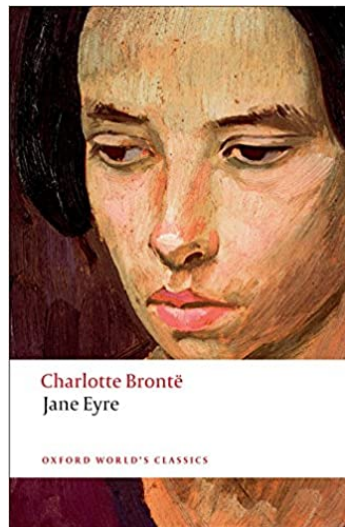
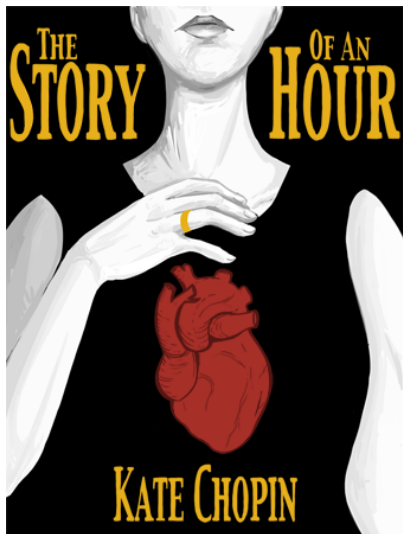
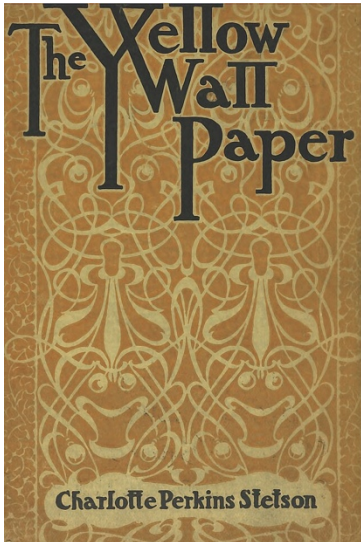




LIBERAL ARTS
TEXAS A&M UNIVERSITY

ENGL 203.519: Writing about Literature, “Cultivating Jane Eyre’s Rhythm”



Location: LAAH 465

Meeting Times: TR 5:30 – 6:45 PM

Instructor: Professor Jungah Kim

Email address: myjungah92@tamu.edu

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

Office Hours: W 10 to 12 PM and by appointment

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. It will particularly be focusing on how to understand Jane Eyre and its adaptations to it, in surveying appropriate genres and thematic issues related to it. From the time Jane Eyre was originally published from 1847, there have been a range of adaptations, both film and novel which makes us, readers, question: why is it still so relevant? As contemporary readers, we as a class, will respond to this question by learning how to think critically, analyze, and write about some form or adaptation of Jane Eyre.

Required Texts and Resource Material:

Books, available at the TAMU Bookstore:

Jane Eyre by Charlotte Bronte, Oxford Edition, Published 2008
(ISBN 13: [9780199535590](#))

Re-Jane: A Novel by Patricia Park, Penguin Books, Published 2015
(ISBN: 9781101921739)

Digging into Literature by Joana Wolfe and Laura wilder. Bedbord/St.
Martins, 2015.
(ISBN: 978-1457631306)

Films that we may watch:

Jane Eyre, Directed by Zeffierelli, (1996)

Jane Eyre, Directed by White (2006)

Jane Eyre, Directed by Fukunaga, (2011)

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 Canvas.

Grade Categories	Breakdown	Points
Attendance & Participation	10%	100
Discussion Posts and Responses	15%	150
Group Presentation	15%	150
Midterm Paper (1000 Words)	30% (draft 10% + final 20%)	200
Final Portfolio (1700 words)	40% (proposal 5% + annotated 10% + final 25%)	400
Total	100%	1000

Attendance & Participation: Please read the attendance policy below very carefully. A total of 7 unexcused absences will result in you failing the course. 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.

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 **7 discussion posts** and respond four 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 **seven 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.

Group Presentations:

Our class consists of 20 to 25 people, so I will split everyone into five groups of five. Within these groups, on one of the “**presentation days**,” (check the **syllabus dates**) you, as a group, will sign up for one of these days. On this day, your group will do a 15 - 20 minute presentation 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 bringing 1-2 passages and asking students how these passages may also be read, according to your thesis statement. I will provide group presentation instructions on

canvas. A rubric will also be provided. You will also be grading your own peers and it will be part of your grade for the presentation.

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.

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.

Attendance and Late Paper Policy

Attendance: In order for your attendance to be counted, please turn on your camera. In the past, I had been stricter about the number of absences, but please try not to be late or absent, since it will count towards your participation grade. Exceeding seven absences will also lead you to a penalty of doing an extra assignment and will be recorded on your howdy as excessive absences.

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 eCampus. You are also expected to attend class regularly.

- You must provide appropriate documentation for excused absences, as defined in the TAMU student rules: <https://student-rules.tamu.edu/rule07/>. You have four free unexcused absences, after which each unexcused absence will result in a loss of 3% from your final grade. The university allows up to a week for you to contact me about an excused absence. If you are aware of an excused absence in advance, please email me beforehand. If a student must miss time in the course and its activities, the student is responsible for informing the instructor. I require documentation for *all* excused absences submitted via email. If you are not sure whether or not your absence will be excused, you

are welcome to contact me in advance. However, here are three reasons that will never be excused:

- 👉 Going on vacation (and any associated travel)
- 👉 Doing work for other classes
- 👉 Scheduling non-emergency appointments or work shifts during class
- As adults, you have the right to use your time according to what you think is best. Make these decisions taking into account any penalties your work will incur. Additionally, here are several reasons that I will always excuse (and that aren't listed in the student rules):
 - 👉 Your Aggie Ring day (congratulations!)
 - 👉 Interviews for jobs/med school/grad school (good luck!)
 - 👉 Pet emergencies

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.

- Any paper turned in after the actual time that exceeds a minute is counted late. For every day after the due date, your paper will be marked down 10%. I will not take any excuses for late papers, unless you have technical errors that you tell me in advance, before exceeding the due date (of course, in the case of an emergency, it is always best to email me ahead of time that the paper will be late, and then we can discuss this one on one).

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.

Artificial Intelligence Policy:

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.

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.

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.

Technology Support

Students who encounter technology issues in Canvas should contact Helpdesk Central at helpdesk@tamu.edu or by phone (979)845-8300. Chat support is also available at hdc.tamu.edu

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

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.

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 canvas. 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.

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.

University Writing Center

The mission of the University Writing Center (UWC) is to help you develop and refine the communication skills vital to success in college and beyond. You can choose to work with a trained UWC peer consultant in person or via web conference or email. Consultants can help with everything from lab reports to application essays and at any stage of your process, from brainstorming to reviewing the final draft. You can also get help with public speaking, presentations, and group projects. The UWC's main location is on the second floor of Evans Library; there's also a walk-in location on the second floor of the Business Library & Collaboration Commons (BLCC closed for summer). To schedule an appointment or view our helpful handouts and videos, visit writingcenter.tamu.edu. If you have questions, need help making an appointment, or encounter difficulty accessing their services, call 979-458-1455 or uwc@tamu.edu.

Netiquette

Alongside the Aggie Honor Code, Texas A&M university observes proper netiquette, 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. Make yourself look good! 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.

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.

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>.

Course syllabus is subject to change throughout the semester

Covid Syllabus Statement for Fall 2023

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.

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

Thurs 10/12	Midterm Paper Rough Draft due before class to canvas (700 words)
Thurs 10/26	Midterm Paper Final Draft due before class to canvas (1000 words)
Tues 11/28	Proposal for final Portfolio due before class to canvas (700 words)
Wed11/29	Peer review for Proposal Due
Tues 12/5	Research Annotation Bibliography Paper due by 11:59PM
Tues 12/12	Final Portfolio due by 12/12 Noon (No exceptions) (1700 words)

Schedule is subject to change if needed by instructor

Date	Topic/Reading List	ASSIGNMENT(S)/Activities
Week 1		
Tues 8/22	Course Introduction: Syllabus	Read the Syllabus.
Thurs 8/24	What is Literary Analysis?	Read <i>Surface and Subtext</i> , Chapter 1: Introduction, 1.1 to 1.14 -Read <i>Surface and Subtext: Novel: Introduction</i> 5.1 – 5.7 *Sign up for Group Presentations
Week 2: Themes on Jane Eyre Short Story Unit		
Tues 8/29	Short Story Unit	- What is Literature” + “The Yellow Wallpaper” Group 1 Discussion Post due
Thurs 8/31	Short Story Unit	Kate Chopin’s “The Story of an Hour” GROUP 2 Discussion Post due
Week 3: Introducing Jane Eyre		
Tues 9/5	Jane Eyre	<i>Jane Eyre</i> , Volume 1 Chapter 1 – Chapter 4 (1 ~ 39) Read <i>Surface and Subtext</i> 4.7 – 4.9 GROUP 1 Discussion Post due
Thurs 9/7	Jane Eyre Continued	- Volume 1 Chapter 5 - Chapter 7 (pg. 39~66) Read DIL, Perspective and Comparison GROUP 2 Discussion Post due
Week 3: Jane Eyre Unit		
Tues 9/12	Jane Eyre Continued	<i>Jane Eyre</i> , Volume 1 Chapter 8 – Volume 1 Chapter 12 (pg. 66 – 115) Read DIL, “Specific Words” and “Patterns” Group 1 Discussion Post due
Thurs 9/14	Jane Eyre Continued	- <i>Jane Eyre</i> , Volume 1 Chapter 13 – Chapter 14 (pg. 115 – 137) GROUP 2 Discussion Post due
Week 4: Jane Eyre		
Tues 9/19	Jane Eyre Continued	-- <i>Jane Eyre</i> , Volume 1 Chapter 15 – Volume 2 Chapter 3 (pg. 137 – 190) Group 1 Discussion Post due <ul style="list-style-type: none"> • Sign up for first group presentation:

Date	Topic/Reading List	ASSIGNMENT(S)/Activities
Thurs 9/21	Jane Eyre Continued	<i>Jane Eyre</i> , Volume 2 Chapter 4 – Chapter 5 (pg. 190 – 214) Read DIL, “Time and Sequence” GROUP 2 Discussion Post due <ul style="list-style-type: none"> Sign up for second group presentation:
Week 5: Jane Eyre		
Tues 9/26	Jane Eyre Continued	<i>Jane Eyre</i> , Volume 2 Chapter 6 – Chapter 9 (pg. 214 – 267) GROUP 1 Discussion Post due <ul style="list-style-type: none"> Sign up for third group presentation:
Thurs 9/28	Jane Eyre Continued	<i>Jane Eyre</i> , Volume 2 Chapter 10 – Chapter 11 (p. 267 – 288) <ul style="list-style-type: none"> Sign up for fourth group presentation GROUP 2 Discussion Post due
Week 6: Jane Eyre		
Tues 10/3	Jane Eyre Continued	<i>Jane Eyre</i> , Volume 3 Chapter 1 – Volume 3 Chapter 1 (p. 289–313) GROUP 1 Discussion Post due
Thurs 10/5	Jane Eyre Continued	<i>Jane Eyre</i> , Volume 3 Chapter 2 – Volume 3 Chapter 4 (p. 313 – 349) GROUP 2 Discussion Post due
Week 7: Jane Eyre		
Tues 10/10	Jane Eyre Continued	<i>Jane Eyre</i> , Volume 3 Chapter 5 – Volume 3 Chapter 7 (p. 349 – 378) GROUP 1 Discussion Post due
Thurs 10/12	Jane Eyre Continued	<i>Jane Eyre</i> , Volume 3 Chapter 8 – 12 (p. 409 – 440) GROUP 2 Discussion Post due
Week 8: Jane Eyre		
Tues 10/17	Midterm Paper + Peer Review	Midterm Paper Rough Draft Due (700 words) Midterm rough draft due by Thursday 1:30PM and peer review due by Wednesday 1:30PM. Turn in paper on turnitin and do the peer review activity.
Thurs 10/19	In Class Jane Eyre Film Viewing	Worksheet
Week 9: Asian American Unit		
Tues 10/24	Re-Jane: A Novel (Asynchronous Class)	Introducing Asian Model Minority Myth & Intersectional Feminism <u>Watch Video & Answer Google Docs Form for Participation Grade</u>
Thurs 10/26		Midterm Paper Final Draft Due (1000 words)
Week 10		
Tues 10/31	Re-Jane	<i>Re-Jane: A Novel</i> , Part 1: Brooklyn GROUP 1 Discussion Post due
Thurs 11/2	Re-Jane	<i>Re-Jane: A Novel</i> , Part 1: Brooklyn GROUP 2 Discussion Post due

Date	Topic/Reading List	ASSIGNMENT(S)/Activities
Week 11		
Tues 11/7	Re-Jane	Re-Jane: A Novel, Part 2 GROUP 1 Discussion Post due -How to improve writing from midterms/introducing what to expect for the final portfolio.
Thurs 11/9	Re-Jane	Re-Jane: A Novel, Part 2 GROUP 2 Discussion Post due <ul style="list-style-type: none"> • Sign up for fifth group presentation
Week 12		
Tues 11/14	Re-Jane	Re-Jane: A Novel, Part 3 GROUP 1 Discussion Post due <ul style="list-style-type: none"> • Sign up for sixth group presentation
Thurs 11/16	Re-Jane	Re-Jane: A Novel, Part 3 (pg. 257 – 338) GROUP 2 Discussion Post due
Week 13		
Tues 11/21	Article Reading #1	Reading in the Aftermath: An Asian American <i>Jane Eyre</i> ’ by Olivia Loksing Moy *Writing about articles <engaging with it>
Thurs 11/23	Introducing Research Annotated Bibliography + Proposal	How to Find and Cite Secondary Materials? -DIL Chapter 11 “Joining the Critical Conversation” (p.220-243) * Examining Samples of Research Annotated Bibliography *Examining Sample Proposals
Week 14		
Tues 11/28	Proposal due + In class Peer Review	*Proposal due
Thurs 11/30	NO CLASS – Thanksgiving	*Research Annotation Bibliography due by 12/5 *Final Portfolio due by 12/12 Noon (No exceptions) (1700 words)