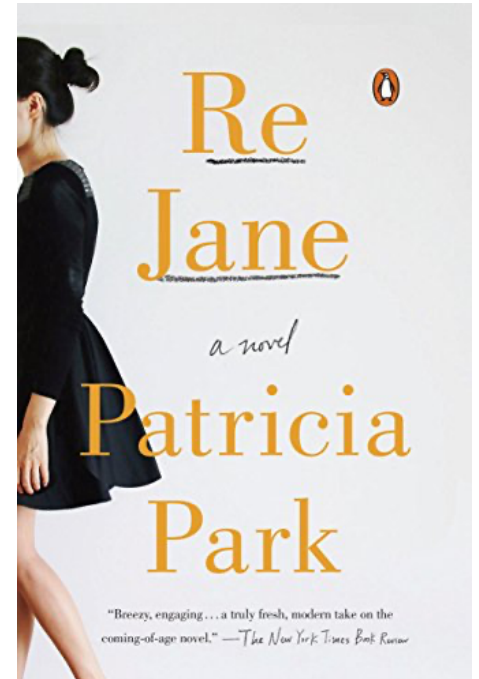
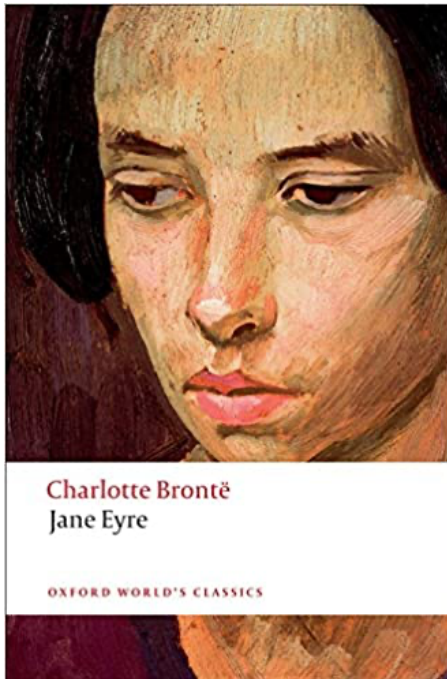




**LIBERAL ARTS**  
TEXAS A&M UNIVERSITY

## ENGL 203. 516: Writing about Literature Re-visiting Jane Eyre



Instructor: Jungah Kim

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### **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 Brontë, Oxford Edition, Published 2019  
(ISBN 13: 978-019880497)

*Wide Sargasso Sea* by Jean Rhys, Penguin Modern Classics, Published 2000  
(ISBN-13: 978-0141185422)

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

*Surface and Subtext: Literature, Research, Writing* (on Canvas)  
Parts of *Digging into Literature* will also be provided by me.

## **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.

<b>Grade Categories</b>	<b>Breakdown</b>	<b>Points</b>
Attendance & Participation	10%	100
Weekly Discussion Forum (Posts and Responses)	20%	200
Midterm Paper (1000 Words)	30% (draft 10% + final 20%)	300
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. **Your attendance will be graded.** Exceeding seven absences will lead you to a penalty of doing an extra assignment and will be recorded on your howdy as excessive absences. 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 **5 discussion posts** and respond **five 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 **six of these entries** (and four responses) 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 3:55 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 7 discussion forums for each group. You should upload your questions to 5 forums to get full credit (you are allowed to skip once with no penalty).

For less than 5 forums, 10 points will be deducted for every missing discussion question.

**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.

**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:** You are expected to attend each class. Exceeding seven absences will 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 Canvas. 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.

## **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.

## **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 promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Spring 2022 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. **Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.**
- Face Coverings—[Face coverings](#) (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the [Face Covering policy](#) and [Frequently Asked Questions \(FAQ\)](#) available on the [Provost website](#).
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the [Student Conduct office](#) for sanctions. Additionally, the faculty member may choose to teach that day's class remotely for all students.

## 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 2022 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**

<b>Thurs 3/3</b>	Midterm Paper Rough Draft due before class to Canvas (700 words)
<b>Tues 3/24</b>	Midterm Paper Final Draft due before class to Canvas (1000 words)
<b>Thurs 4/28</b>	Proposal for final Portfolio due before class to Canvas (700 words)
<b>Thurs 5/5</b>	Research Annotation Bibliography Paper due before class to Canvas by 11:59PM
<b>Tues 5/10</b>	Final Portfolio due by 5/10 <b>Noon (No exceptions)</b> (1700 words)

Date	Topic/Reading List	ASSIGNMENT(S)/Activities
<b>Week 1</b>		
Tues 1/18	<b>Course Introduction:</b> Syllabus	Read the Syllabus. Come to our class with an eager mind. Let's also introduce ourselves ☺.
Thurs 1/20	<b>What is Literary Analysis?</b>	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
<b>Week 2</b>		
Tues 1/25	<b>What is Literary Analysis and Introducing Jane Eyre</b>	-"What is Literature" + <i>Jane Eyre</i> , Volume 1 Chapter 1 – Chapter 4 (1 ~ 39)
Thurs 1/27	<b>Jane Eyre Continued</b>	Volume 1 Chapter 5 - Chapter 7 (pg. 39~66) <b>GROUP 1 + GROUP 2 Discussion Post Due</b>
<b>Week 3</b>		
Tues 2/1	<b>Jane Eyre Continued</b>	- <i>Jane Eyre</i> , Volume 1 Chapter 8 – Volume 1 Chapter 11 (pg. 66 – 106) -Read <i>Surface and Subtext</i> 4.7 – 4.9 <b>Group 1 Discussion Post due</b>
Thurs 2/3		<b>&lt;SNOW DAY – Class Canceled&gt;</b>
<b>Week 4</b>		
Tues 2/8	<b>Jane Eyre Continued</b>	- <i>Jane Eyre</i> , Volume 1 Chapter 12 – Chapter 15 (pg. 106 – 148) Read DIL, Perspective and Comparison <b>GROUP 2 Discussion Post due</b>
Thurs 2/10	<b>Jane Eyre Continued</b>	- <i>Jane Eyre</i> , Volume 2 Chapter 1 – Chapter 5 (pg. 150 – 214) Read DIL, "Specific Words" and "Patterns" <b>Group 1 Discussion Post due</b>
<b>Week 5</b>		
Tues 2/15	<b>Jane Eyre Continued</b>	<i>Jane Eyre</i> , Volume 2 Chapter 1 – Chapter 7 (pg. 150 – 240) Read DIL, "Time and Sequence" <b>GROUP 1 Discussion Post due</b>
Thurs 2/17	<b>Jane Eyre Continued</b>	<i>Jane Eyre</i> , Volume 2 Chapter 8 – Chapter 10 (pg. 240 - 278 ) <b>GROUP 2 Discussion Post due</b>
<b>Week 6</b>		

Date	Topic/Reading List	ASSIGNMENT(S)/Activities
Tues 2/22	<b>Jane Eyre Continued</b>	<i>Jane Eyre</i> , Volume 2 Chapter 11 – Volume 3 Chapter 1 (p. 278 – 313) <i>Surface and Subtext 4.1 to 4.10</i> <b>GROUP 1 Discussion Post due</b>
Thurs 2/24	<b>Jane Eyre Continued</b>	<i>Jane Eyre</i> , Volume 3 Chapter 2 – Volume 3 Chapter 4 (p. 313 – 349) <b>GROUP 2 Discussion Post due</b>
<b>Week 7</b>		
Tues 3/1	<b>Jane Eyre Continued</b>	<i>Jane Eyre</i> , Volume 3 Chapter 5 – Volume 3 Chapter 7 (p. 349 – 378) <b>GROUP 1 Discussion Post due</b> <Proposal for midterm paper due>
Thurs 3/3	<b>Jane Eyre Continued</b>	<i>Jane Eyre</i> , Volume 3 Chapter 8 – 12 (p. 378 – 440) <b>GROUP 2 Discussion Post due</b>
<b>Week 8</b>		
Tues 3/9	Looking at Sample Midterm Papers	*How to write about novels <i>Surface and Subtext 5.3</i> Looking at Sample Midterm Papers How to plan how to write
Thurs 3/11	<Peer Review Day>	<b>Midterm Paper Rough Draft Due before Class (700 words)</b> <Peer Review>
<b>[Week 9: Spring Break (March 14<sup>th</sup> – March 18<sup>th</sup>)]</b>		
<b>Week 10</b>		
Tues 3/22	Wide Sargasso Sea	<i>Wide Sargasso Sea</i> , Part 1 <b>GROUP 1 Discussion Post due</b>
Thurs 3/24	Wide Sargasso Sea	<i>Wide Sargasso Sea</i> , Part 2 <b>GROUP 2 Discussion Post due</b> <b>Midterm Paper Final Draft Due (1000 words)</b>
<b>Week 11</b>		
Tues 3/29	Wide Sargasso Sea	<i>Wide Sargasso Sea</i> , Part 3 <b>GROUP 1 Discussion Post due</b>
Thurs 3/31	<Writing Studio> Give back Midterm Papers	-How to improve writing from midterms/introducing what to expect for the final portfolio.
<b>Week 12</b>		
Tues 4/5	Re Jane: A Novel	Introducing Asian Model Minority Myth & Intersectional Feminism <b>GROUP 2 Discussion Post due</b>

Date	Topic/Reading List	ASSIGNMENT(S)/Activities
Thurs 4/7	Re Jane: A Novel	<i>Re-Jane: A Novel</i> , Part 1: Brooklyn (pg. 1 – 131) <b>GROUP 1 Discussion Post due</b>
<b>Week 13</b>		
Tues 4/12	Re Jane: A Novel	Re-Jane: A Novel, Part 2 (pg. 134 – 225) <b>GROUP 2 Discussion Post due</b>
Thurs 4/14	Re Jane: A Novel	Re-Jane: A Novel, Part 3 (pg. 257 – 338) <b>GROUP 1 Discussion Post due</b>
<b>Week 14</b>		
Tues 4/19	<u>Writing Lab / (Possible Library Day Scheduled)</u>	-How to Find and Cite Secondary Materials? -DIL Chapter 11 “Joining the Critical Conversation” (p.220-243)
Thurs 4/21	Article Reading #1	“Three Women’s Texts and a Critique of Imperialism” by Gayatri Chakravorty Spivak
<b>Week 15</b>		
Tues 4/26	Article Reading #2	“Reading in the Aftermath: An Asian American <i>Jane Eyre</i> ” by Olivia Loksing Moy
Thurs 4/28	Introducing Research Annotated Bibliography	Examining Samples of Research Annotated Bibliography <Proposal for Final Portfolio Due by Thursday>
<b>Week 16</b>		
Tues 5/3	<b>Office Hour Appointments</b>	No Class <Appointments about proposals>
Thurs 5/5	<b>Office Hours Appointments</b>	No Class <Research Annotated Bibliography Due 5/5> <Final Portfolio (5/10) NOON Due>