ENG 200.01E (Popular Literature and Culture)  
Spring 2013  
(TR 11:00-12:15, Ferguson Social Sciences 310)

Instructor: (Hunter Hayes, PhD – Associate Professor)  
Office Location: Hall of Languages 140  
Office Hours: Monday, Wednesday and Friday: 10:00-12:00; and by appointment  
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**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary Readings:**

*Textbook(s) Required:*

  ISBN 9780140179170
- Sascha Feinstein and David Rife, editors, *The Jazz Fiction Anthology* (Indiana UP, 2009)  
  ISBN 9780253221377
- Oscar Hijuelos, *The Mambo Kings Play Songs of Love* (Hyperion, 2010)  
  ISBN 9780060845308
  ISBN 9781042437254
  ISBN 9780749009984


*Please Note: Students are welcome to use other editions, including electronic books, but it is each student’s responsibility to contend with any issues involving pagination or textual differences should the student opt for another edition.*

Additional shorter readings will be available through the eCollege course site.
Course Description:
Catalogue Description: *This course may cover a single popular medium, genre, author, or theme, such as science fiction, fantasy, mystery, romance, western, or horror, among others. This course may include popular literature in translation. Prerequisite ENG 1302.*

This semester ENG 200 is open exclusively to students in the Honors College, and the course will focus on two dominant forms of popular culture: literature and music. In particular we will examine not only representations of music, most notably rock and jazz, in fiction but also ways in which music and literature can influence each other. This will entail looking at thematic overlaps in subject matter, considering interstices between fiction and pop music, and also modes of construction, including improvisation, between the two forms.

Primary readings consist of four novels, several short stories, and selected essays and articles (available through the course site).

Course Objectives:
1. All students will be active participants in the course, not only in staying current with all assignments but in sharing their understanding of the material with the class through discussions and presentations.
2. Students will develop a further appreciation for popular culture, including for our purposes various forms and genres of literature and music.
3. Students will understand interactions between literature and music within literary and socio-historic contexts.
4. Students will improve upon their skills in writing and oral expression

Student Learning Outcomes:
1. Students will demonstrate satisfactory class participation through a matrix-based assessment that covers the student’s participation in class discussions (during class meetings and through the online course site) and the student’s record of attendance.
2. Students will demonstrate their ability to synthesize ideas pertaining to the course as measured by a matrix-based assessment of each student’s final paper.
3. Students will demonstrate their understanding of ideas pertaining to the course and ability to work effectively in small groups as measured by a matrix-based assessment of the group presentation on an assigned topic.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments
This course consists of a series of activities and assessments to assist you in achieving the outcomes/objectives of this course and instructional units/modules. By the end of this course the class will read and discuss ten novels and selected supplementary readings, and discussions will take in other aspects of Modernism and modernity beyond literature.
Weekly Readings and Discussions & Class Participation: Over a period of fifteen weeks this class will read and discuss four novels, several short stories, and selected shorter readings. Due to the pace of the course, students must attend regularly and engage in discussions. Performance in weekly discussions and acceptable demonstration of keeping current with all assignments will determine the student’s class participation grade. Additionally, students are expected to log in regularly to the course site for additional information and further opportunities for collaborative discussions. (20% of overall course grade)

Student Learning Outcome #1: Students will demonstrate satisfactory class participation through a matrix-based assessment that covers the student’s participation in class discussions (during class meetings and through the online course site) and the student’s record of attendance.

Papers (5-8 pp. each): There are two original, analytical papers required for this course. These short essays will be in lieu of a midterm and final exam. Because close-reading skills, involving careful selection as well as interpretation and argument, are important to effective critical writing, students should concentrate primarily on one to two texts relevant to this course by attending closely to specific elements of each text. The papers should have a strong and effective thesis, consistently supported in a logical fashion throughout the paper. Students are welcome and encouraged to support their papers through sound secondary sources. Full details of each assignment will be available on the course site. (50% of total course grade; 25% each)

Student Learning Outcome #2: Students will demonstrate their ability to synthesize ideas pertaining to the course as measured by a matrix-based assessment of each student’s final paper.

Researched Collaborative Presentation: Students will work in small groups on an assigned presentation topic. Although I will provide a list of potential presentation topics, I encourage each group to pursue their own presentation topic and to be creative in the presentation mode, whether presented in class or electronically. All presentations will be delivered in class or made available electronically by the assigned date. Details for this assignment will be available on the course site later in the semester. (30% of total course grade)

Student Learning Outcome #3: Students will demonstrate their understanding of ideas pertaining to the course and ability to work effectively in small groups as measured by a matrix-based assessment of the group presentation on an assigned topic.

Grading
Assignment and course grades will be determined by the student’s performance on the following assignments:

Class Participation (20% of total course grade)
Analytical Papers (50% of total course grade; 25% for each assignment)
Presentations (30% of total course grade)

The instructor will determine grades on the following scale:

A = 90%-100%  B = 80%-89%  C = 70%-79%  D = 60%-69%  F = 0%-59%
Course Specific Procedures:

Academic Honesty Policy
Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally-accepted standards of academic honesty is defined as academic dishonesty. “Academic dishonesty” includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words words of another person and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension and expulsion (Texas A&M University-Commerce Code of Student Conduct 5.b[1, 2, 3]). Cheating, including plagiarizing papers in whole or part, will result in a grade of zero (0) on the assignment for the first offense and failure of the course for any subsequent offenses.

More details regarding academic honesty: Any student who commits plagiarism or violates any other tenet of academic honesty will receive a grade of zero for the first offense; a second violation will result in automatic failure of the course. Upon any infraction of academic honesty, I will provide the student with written notice of the infraction, will require a face-to-face meeting in my office to discuss the matter, and I will also notify the dean of the student’s college.

Attendance Policy
Because your active participation in discussions is expected, attendance is vital for success in this course. Attendance requires more than simply logging on to the course site, and you should begin engaging in discussions by Wednesday evening each week.

Assignment Policy
I will provide specific details during class meetings and possibly by email. Students must stay current with all readings, including the course lectures and discussions. Students must complete and submit all assignments by their respective due dates.

Late Work
I will not accept any assignment after its due date. Assignments submitted after the due date may receive a score of zero (0).

Drop a Course
A student may drop a course by logging into his/her myLEO account and clicking on the hyperlink labeled “Drop a class” from among the choices found under the myLeo section of the Web page.

Incompletes
Incompletes (grade of “X”) are granted only under rare and extraordinary circumstances.

Administrative Withdrawal
I reserve the right to drop a student from the course administratively for excessive absences or violations of student conduct codes.
University Specific Procedures:

ADA Statement

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services  
Texas A&M University-Commerce  
Gee Library 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
StudentDisabilityServices@tamu-commerce.edu  
Student Disability Resources & Services

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

Class-Specific Notes on Student Conduct: I expect all students to treat all members of the class community with respect, including respect to differences of opinion, cultural background, and other matters. Although I encourage students to debate issues, it is important to note that there are effective and logical ways of conducting such debates.
The following course schedule is subject to revisions and other modifications as the instructor deems necessary for the course. Any changes to the course schedule will be announced on the course website in advance of the week in which the change will occur.

January 15th – 17th:
• Course introduction
• Discussion of music, literature and popular culture

January 22nd – 24th:
• Baldwin, “Sonny’s Blues” (*Jazz Fiction Anthology*, 17-48)
• Wideman, “Silence of Thelonius Monk” (*JFA*, 464-474)

January 29th – 31st:
• Hughes, “The Blues I’m Playing” (283-297)
  • Course discussion via eCollege for 29th.
• Welty, “Powerhouse” (452-463)

February 5th – 7th:
• Discussion of first paper and presentation assignments (5th)
• Hemenway, “The Girl Who Sang with the Beatles”
  (online handout: DeCurtis, pp.115-132)

February 12th – 14th:
Hijuelos, *The Mambo Kings Play Songs of Love*

February 19th – 21st:
Hijuelos, *The Mambo Kings Play Songs of Love*

February 26th – 28th:
Kerouac, *On the Road*

March 5th – 7th:
• Paper #1 Due (March 5th)
• Group Presentations
• Group Presentations (7th)

March 12th – 14th:
*No Class: Spring Break*

March 19th – 21st:
• MacInnes, “Young England, Half English” and “Pop Songs and Teenagers” (online handout)
  • Please note: class will not meet in person on March 21st.

March 26th – 28th:
MacInnes, *Absolute Beginners*
• Discussion of “Mod” ("Modernists") subculture

April 2nd – 4th:
Film: Lester, *A Hard Day’s Night* (1964)

April 9th – 11th:
DeLillo, *Great Jones Street*

April 16th – 18th:
Group Presentations

April 23rd – 25th:
Group Presentations

April 30th – May 2nd:
Group Presentations
• Course wrap up

May 6th:
*Final paper due by noon.*