Course Objectives
This course emphasizes the skills and background needed for formulating a more sophisticated and rewarding response to literature. By studying a diverse array of texts, we will explore fundamental questions of gender identity, learn the importance of historical and biographical approaches to reading, and consider how texts and even different fields of study can enrich one another by being studied together. Our activities will help you learn to do the following:

- Understand literature’s power to produce, not just reflect, social realities
- Communicate arguments with organization and persuasiveness
- Find evidence to support an abstract idea
- Assess the merits of critical commentaries
- Learn the conventions of literary criticism and composition
- Connect individual passages of a work with its larger themes

Required Texts & Materials
- A stapler with staples

Requirements and Grading

Participation – In Class AND online: 20%
200 participation points for the semester are possible and are assigned according to the regularity and detail with which you contribute to class discussions of our reading. Participation in class is absolutely required.

Many class sessions will begin with a 5- or 10-minute writing assignment (pass/fail) based on that week’s reading. Failing these assignments will lower your participation grade quickly. There is no way to make up for missing these short assignments, though you can miss two without penalty.

Substantial participation on a regular basis: 200
Frequent participation, sometimes substantial, other times less so: 170
Occasional, infrequent participation: 150
Virtually inexistent participation: 130

From this base score, some deductions are possible.
- Disrupting class (see policies below): -10
- Failure to participate in daily writing activity or group discussion activity: -20
Four Quizzes (lowest dropped): 15%
Quizzes will be given during the first weeks of the semester to test whether you are keeping up with the reading of Jane Eyre. They are given at the start of class. There is no make-up if you are absent or arrive too late. However, only the three highest scores count so missing one will not affect your grade.

Four Essays: 40%
You will write four essays in this class, each of which is submitted first as an “essay draft.” A draft is a complete version of the paper, not just a beginning or an outline.

You will have a conference with me individually for every draft turned in on time, which is how you will receive feedback, so that you can later resubmit the draft as a revised version. I will schedule you a time during class for our conference. If you miss it, it’s your responsibility to schedule time during my office hours to compensate before the revised version is due. If you do not conference with me on a draft, you will forfeit your opportunity to receive feedback on that assignment, and you must still submit the final version on time. IMPORTANT: Only those who submit their draft in class and on time will be scheduled a conference. If you turn your draft in late or miss your scheduled conference, I will do my best to fit you in, but there is no guarantee it will happen.

Always bring the printed copy of your essay to your conference.

IMPORTANT: You must ALSO submit the essay draft electronically to www.turnitin.com BEFORE the draft deadline for it to be considered on time. When you submit the hard copy in class, you must attach a printed receipt from turnitin

IMPORTANT: The draft is not considered on-time unless it is submitted at the start of class on the due date in complete form with 1) a grading cover sheet on top (download it from our class website), and 2) a turnitin receipt on the bottom. The whole package must be stapled together. Papers that don’t conform with these rules will not be accepted and will not receive a scheduled conference.

All essays should be between 1,000 -1,250 words in length. Double-space, page-number, and use one-inch margins. Use only Times New Roman font of size 10 or 12. You may use both sides of the page if you wish.

When you revise your essay, you must use a “Track Changes” feature such as the one included with Microsoft Word. A Track Changes feature shows the changes you make (strikes out the words you delete and puts new words in color). Make sure you figure out how to do this in advance. I will demonstrate in class. Don’t start to revise your essays without turning on the Revision feature.

On the day that the Revised Version is due, you need to bring to class 1) a hard copy of the final version (with Tracked Changes) and you must attach 2) the first draft (with my writing on
it). If you miss the deadline, I will simply assign a grade based on the first draft, and if you also never conferenced with me on the draft, then the whole assignment would receive a zero. It is not necessary to re-submit the final version to turnitin.

For Essay 4 only, no draft will be due and no conferences scheduled. Of course, you can always confer with me during office hours anyway if you choose.

**Remember**, you must show your changes by using a Track Changes feature as explained above. Changes not marked with this feature will not be factored into the final grade. Also, you must upload the first version to turnitin.com. **I cannot give credit for an essay that is not submitted to this site.** **NOTE: Due dates on turnitin aren’t accurate. Use the due dates here on the syllabus.**

To set up your turnitin account, click here and select Student from the menu that appears.

- Log in to [www.turnitin.com](http://www.turnitin.com) and follow the instructions. They are self-explanatory, but you can get help from the Student Quickstart Guide if necessary.
- You will need two pieces of information to use the site:
  - Class ID: 9261570
  - Password: spring
- Only send through the site mentioned above, not through regular email.
- This site also lets you view your current grades.

**Two Exams: 25% (Exam One = 15%. Exam Two = 10%)**
The first exam is multiple-choice and tests your understanding of the ideas and theories related to *Jane Eyre* as discussed in class. The second is an in-class debate related to *The Tortilla Curtain*, focused on the same question as that raised in the Essay 4 description. You must have thorough notes of our class discussions to perform well on these exams.

**Reading and Exams Schedule**
You must complete each reading assignment by the date listed below. Check the exam dates carefully and be sure that you will be in town and in class (no leaving early for vacation). I don’t give alternate dates for exams, so if you miss them you will lose those points.

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*Some editions of *Jane Eyre* are divided into three volumes, in which case the chapter numbers will be different. If your book is like this, Ch. 27 is Volume III, Chapter 2.

**Instructor Information**  
Dr. Jeff Jung  
Email: jjung@elcamino.edu  
If you email me, please begin by identifying who you are. Please realize that I do not respond to emails asking about anything already contained on the syllabus or class blog site.

Office location and hours: Humanities 121P. M/W 11am-1pm. T/Th 6:00-6:30pm.

**Internet Access**  
You will need to have regular access to the Internet to complete this class. Computer labs are available on campus, and access twice per week should be enough. During most weeks, I will post discussion questions for the upcoming class. You will not be required to write anything in preparation, but we may have in-class writings based on these posts, so checking the website will help you be prepared. You will also use the web site to read announcements, download lost or
missed handouts, submit your writing assignments, and access your grades.

The address of our class website is at the top of the syllabus. If you forget it, go to El Camino’s home page, then browse to the section for faculty pages and click on my name.

**Absence Policy**

In keeping with policies set by the college and the state, any student who misses four consecutive sessions will be dropped from the class. Beyond that rule, you have full liberty to attend or not attend, keeping in mind that a large component of your grade is participation.

As a rough guide, **anyone missing more than three sessions will find** it difficult to receive a decent participation score, which **is necessary to pass the class**. Again, grades are based on participation, not on attendance, which means that attending without participating will not have any positive effect on your participation score.

You have sole responsibility for knowing of any announcements, assignments or changes to procedure that occur when you are absent. Find out by asking classmates or checking the class blog site, but do not email to ask me, as I will just refer you to the class blog site.

**Tardiness and Classroom Access Policy**

Be aware that I will lock the classroom door shortly after class begins each day (with a few exceptions, mentioned below). If you are locked out, please do not disrupt the class by knocking at the door or pressing your face against the window. Please do not defeat the purpose of this rule by opening the door for those who get locked out or propping open the door.

We will always have a 15-minute break half-way through class, so late arrivals can enter at that time.

This also means that if you need to leave class while it is in session, you must take your belongings as you will not be able to reenter until the end of class (or the break). I also request that if you must leave class early, you advise me beforehand and sit near the door so that you will not cross in front of me when exiting.

If there is a medical reason that you cannot stay in your seat for an hour at a time, please see the statement on Americans with Disabilities below.

**The door will not be locked on the days when we have exams or conferences, so nobody will miss a required element of the class through tardiness.**

This policy means that anyone whose schedule does not or might later not permit arriving regularly on time should try a different class.

*Please understand that having paid for this class does not entitle the student to enter and exit at whim, nor to catch up on meals or sleep (no food or sleeping in class). Other students have paid for the class too, and they are paying for an experience free from distractions, in which students collaborate in the learning process. This collaboration starts with showing up on time and staying focused on the activity in progress.*
Electronic Device Policy

A classroom full of students preoccupied with their electronic devices is not a productive learning environment. It creates an atmosphere of indifference, distracts other students and the instructor, and inhibits interaction. For these reasons, electronic devices – including cell phones, laptops, music players and the like – are not to be used or visible during class. This includes under-the-table texting. If you have a truly emergent situation and need to be reachable at all times, please discuss it with me before class starts and we can make an exception. As well, if you are using an electronic device to access your textbook or other class materials, please let me know. If this is not suitable, you should not take this class. If you violate this policy, you will be asked to leave class for the rest of the day. If it happens a second time, you will need to schedule a hearing with the Dean of Students to determine if you will be allowed to continue in this class.

Americans with Disabilities Act (ADA): If you have a documented disability and wish to discuss academic accommodations, please let me know. You may speak to me after class, during my office hours, or by phone or email. Your privacy will be protected. You are also encouraged to contact the Special Resource Center on campus (310-660-3295) to discuss what accommodations and services are available.

Student Learning Outcomes:

Students will:

1. Write an out-of-class, thesis-driven essay that identifies and analyzes the literary elements of a primary text (plot, theme, setting, point of view, character, style, symbol, etc.).
2. Effectively incorporate quotations from a primary text.
3. Utilize scholarly sources as secondary support.

Assessment tool: Essay

Plagiarism: An enormous amount of reference material exists for our readings in class. It is illegal and unethical to reproduce the words OR ideas you may find in these materials, presenting them as your own thoughts. Your written work is to consist of your own findings exclusively. Students who plagiarize the work of others in any written assignment will receive a zero for that assignment and be reported to the Dean of Students. Such plagiarism is extremely easy to detect.

Essay Assignment Descriptions

ESSAY #1
Write an essay of about 1,000-1,250 words addressing any ONE of the topics below:

- Question #2 (Reliability of Testimony) from Making the Best Case, page 196-197.
- Question #3 (Intentional Infliction of Emotional Distress) from Making the Best Case, page 197.
- If the novel were set in modern-day California, could Jane Eyre prevail against Mr. Rochester on a claim that he violated state or federal employment and labor laws?
Answer by determining what violations you think he made, researching what real-life rules would apply, and analyzing the arguments for AND against deciding that he violated those rules.

ESSAY #2
Choose one of the following questions about Jane Eyre to answer in an essay of about 1,000-1,250 words, making sure that your response makes continual reference to specific moments and facts from the novel.

1. Bronte’s contemporaries reacted with horror to the character of Jane Eyre, finding her so radical as to be even a threat to society. Read the infamously scathing review by Elizabeth Rigby (found at http://faculty.plattsburgh.edu/peter.friesen/default.asp?go=252) and then explain with specific references to the novel how Jane could be seen to fit her description as an unchristian, dangerous person, and how the novel could threaten society. Cite all references.

2. By today’s standards, who would win a custody battle for Adele between Jane and Mr. Rochester? Answer by researching the standards that are used for making such a determination. Then apply those standards to each character, identifying the strongest evidence for the person you support, and against the person you don’t support. Use specific information from the novel and cite your references. Be creative in attacking each character for the emotional imbalances they have shown and praising them for their relevant strengths. Of course, pay especial attention to their interactions with Adele.

3. Imagine an alternate ending in which Jane, after leaving St. John, retires to a mountain village alone. Adele then runs away and comes to live with her. When a judge tells her she can only have custody if she marries and thereby provides a stable father-figure, Jane has to decide between St. John and Mr. Rochester. Write a paper supporting the choice of one over the other, identifying the strongest evidence for the person you support, and against the person you don’t support. Use specific information from the novel and cite your references. You should also consider whether Jane herself is a suitable parent, both on her own and as paired with her husband. Do NOT consider the possibility that Jane should stay single or give up Adele.

ESSAY #3
Use the information about homicide presented in class to analyze Macbeth’s legal responsibility under modern California law for the murders he commits in the play. You must discuss the deaths of Duncan and Banquo, and you can discuss additional deaths that he causes as you wish. Here are the rules for this essay.

- Assume the jury has access to the entire play as a 100% accurate transcript of everything said and done, and that they believe it completely. Do not worry about the question of proof; instead, assume everything in the play is proven true.
- Argue whether Macbeth could defend his killing of Duncan under the theory that he was under duress (his free will was overcome by another person) or that he was legally insane (he did not understand the nature of his acts or did not understand his acts were morally wrong). Research these concepts and cite lines from the play to prove your argument.

This essay should be about 1,000 – 1,250 words.
ESSAY #4
Write an essay of 1,000 - 1,250 words defending the claim that Boyle’s The Tortilla Curtain serves as propaganda in support of immigrants who enter the United States illegally. In other words, how does it build sympathy for the characters who immigrate illegally and against the Delaneys? As with any paper, develop your argument but also consider and argue against the opposing side.

Additionally, analyzing the novel, you must research and use secondary sources (such as biography, cultural and historical contexts, or literary criticism) as supplemental support, citing from at least two secondary sources, which must be reputable and suitable for an academic assignment, such as articles from an ECC library database, books, or credible websites, appropriate for academic use. These sources can be used for a variety of purposes at your discretion: to discover Boyles’s views expressed elsewhere, to provide historical background on the issue, to share what others have said about the novel, or to help explain the relevance of certain incidents in the novel.