

English 220

The Study of Literature (Writing Intensive)

(Guidelines subject to change)

Fall 2009
Instructor: John Black
Classroom: Zinzendorf 103
Class schedule: TTh 1:10-2:20

Email: jrblack@moravian.edu

Office: Zinzendorf 303
Office Hours: W 5:15-6:15, Th 10:30-11:30
and by appointment
English Dept. Phone: 861-1390

Course Description, Objectives, and Format:

Welcome to English 220! As the gateway course for English majors and minors at Moravian, this class is designed to develop students' existing skills in English studies and to introduce students to more advanced approaches to the understanding of content, resources, and methods in the discipline. Using selected texts from various genres, the course will focus on aspects of English studies such as analysis and interpretation of literature, bibliographical and research techniques, critical thinking, and literary theory. The course will allow you to read, analyze, and interpret a diverse range of works, to write several different types of papers, to develop your research skills, to explore critical theory with a variety of different genres and authors, and to continue establishing your own distinctive approach to literary scholarship. Reading, whether literally reading the written word or figuratively 'reading' marketing ads or political stances, requires you to interpret and to support your interpretation with evidence. Our discussions and written assignments will help you refine the critical reading and writing skills essential not only to reading literature, but also to critical assessment and understanding in general. And, along the way, you'll get to enjoy some great reading! While we'll occasionally use short lectures, audio-visual aids, Blackboard postings, and presentations, our class will consist primarily of reading, writing, and discussion: *preparation and participation are, therefore, essential to the success of the class and to your success in it.*

Assignments:

English 220 is a writing-intensive class. You will draft and revise two 3-5 page papers, one 10-12 page paper, and several other shorter assignments. You will also conduct a research skills project and make individual and group presentations. There is no mid-term or final exam, although you will have the option to re-write one paper at the end of the semester in lieu of a final exam. Specific requirements for the assignments will be discussed in advance of each assignment. Please choose paper topics in a timely fashion. I encourage and expect you to consult with me throughout the course of your assignments. Draft workshops and individual conferences will help you strengthen your writing process. **I do not accept papers that have not been reviewed in the draft workshop process.** Papers are due in class on the due dates noted on the syllabus. **In addition to the final version of a paper, all preliminary drafts, notes, etc. are to be handed in; otherwise, the assignment is incomplete and will not be accepted. I do not accept or read late papers, except under very unusual circumstances.**

Extra Credit: Students may earn up to a total of three points of extra credit to be added at the end of the semester to their lowest assignment grade. Extra credit is earned through confirmed participation in various activities related to literature and writing. For example, a student whose attendance is verified at a MCTC production or at a MC poetry or fiction reading will earn one point for each activity. Attendance at performances and readings at other Lehigh Valley institutions may also be eligible for extra credit. Similarly, any student for whom submission of creative work to *Manuscript* or other literary journal is verified will earn one point. Also, any student for whom a session with the Writing Center is verified will earn one point. Total extra credit may not exceed three points. One hundred points is the maximum total for the course.

Attendance and Participation:

Be here: I will take roll regularly. You are expected to attend each day. **Be prompt:** Class begins at 1:10 pm sharp. **Be prepared:** Your first responsibility is to read carefully, re-read, and be prepared to discuss, both orally and in writing, all assignments. You should expect to devote several hours to preparing for each class. (A general rule of thumb for college courses is 2-3 hours outside of class for every hour in class.) **Participate:** Classes become more meaningful the more you engage yourself in them. You are expected to make comments or ask questions on the readings and topics each day. I will not hesitate to call on you if you are not contributing. Class time allotted for group work, group discussion, draft feedback, review, etc. is instructional time; you are expected to remain focused on the assigned activity for all of the allotted time.

If you know you will be absent from class, please talk to me beforehand. If you are sick, please notify me as soon as possible. *Your absence from more than three classes may affect your final grade. Every three times you come to class late or leave early without talking to me first will also count as an unexcused absence. Missing more than five classes may result in your failing the course. If you are absent, it is wholly your responsibility to determine what was covered in class and what revisions, if any, were made to the syllabus in your absence.*

Other notes: -One of the qualities I expect and appreciate most in students is **personal integrity**. Students who exhibit this quality are ethical and honest, are engaged in class, turn in thoughtful assignments, are responsive to the world beyond themselves, meet deadlines, and keep me informed of any difficulties or successes they have while in my class.

-Please arrange to go to the restroom before or after class.

-Please silence and put away all cell phones, pagers, etc. before coming into the classroom.

Office Hours: Students are always welcome in my office. My office hours are times that I have set aside specifically to talk with you – not only about class and assignments, but also about life at Moravian, about something fun and exciting you've done, or whatever. Make use of them. I realize that it may be difficult for you to meet during my posted office hours, so I'm also readily available by appointment: jblack@moravian.edu.

Other Resources:

- With work on written assignments, I strongly encourage you to take advantage of the help available through appointment at the Writing Center (2nd fl, Zinzendorf). For more information, visit its website at: <http://home.moravian.edu/public/eng/writingCenter/appointments.htm>
- Similarly, the librarians in Reeves are very resourceful. Make it a habit of consulting with them when research questions arise. The library webpage (<http://home.moravian.edu/public/reeves>) is an excellent resource, offering live online help and research guides.
- The Learning Services Office (1307 Main St., 861-1510) provides many services to help you achieve academic success: <http://home.moravian.edu/public/stusvc/learning/>
- Another important resource that provides help with the demands of college life is The Counseling Center (also at 1307 Main St., 861-1510): <http://home.moravian.edu/public/stusvc/counseling/>
- Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

Academic Honesty: Plagiarism, representing someone else's work as your own, is a serious breach of personal integrity and a violation of the College's Academic Honesty Policy: consult the *Student Handbook* or

<http://www.moravian.edu/studentLife/handbook/academic/academic2.html> **Read this policy in its entirety.** I take the provisions of the Academic Honesty Policy very seriously and am obliged to report any suspected cases of plagiarism, the consequences of which may be failure, suspension, or dismissal from the College. If you plagiarize, you will receive a 'zero' on the plagiarized assignment, which will very likely result in your failure for the course. Ignorance of what constitutes plagiarism will not be accepted as an excuse. If at any time you have any questions about documenting sources properly (MLA style) or as to whether or not the aid you are receiving is authorized, don't hesitate to ask me. The Reeves Library online research tutorial also addresses the issue: <http://home.moravian.edu/public/reevestutorial/pages/index.htm>

Evaluation:

(The instructor will apply both quantitative and qualitative assessments in determining grades for assignments and for the course. Final grades are calculated on 10-pt. scale: 90=A-, 80=B-, etc.)

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| Paper 1: Personal Response to Literature..... | 5% |
| Savvy Researcher Group Project..... | 10% |
| Paper 2: Summary & Analysis paper (<i>Frankenstein</i>)..... | 15% |
| Proposal for Research paper (<i>Tempest</i>)..... | 5% |
| Paper 3: Research paper (<i>Tempest</i>)..... | 20% |
| <i>Tempest</i> Group Presentation..... | 10% |
| Paper 4: Poetry explication..... | 15% |
| Oral Presentation on Poetry..... | 5% |
| Informal Writing..... | 5% |
| Class Participation..... | 10% |

You must complete all these requirements in order to be eligible to pass the course.

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Resources

Required texts:

- Shelley, Mary. *Frankenstein*. Ed. Johanna M. Smith. Case Studies in Contemporary Criticism. 2nd ed. Boston: Bedford/St. Martin's, 2000.
- Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: MLA, 2009.
- Hacker, Diana. *The Bedford Handbook*. 7th ed. Boston: Bedford/St. Martin's, 2006. (Or 6th ed., 2002.)
- Paul, Richard and Linda Elder. *The Miniature Guide to Critical Thinking: Concepts and Tools*. 5th ed. Dillon Beach, CA: Foundation for Critical Thinking, 2008. ('P&E' on syllabus)
- Shakespeare, William. *The Tempest*. Ed. by Gerald Graff and James Phelan. Case Studies in Critical Controversies. 2nd ed. Boston: Bedford/St. Martin's, 2009.
- Readings for poetry unit (on the Harlem Renaissance and African American Poetry) provided via Blackboard, photocopy, or reserve.

Additional supplemental readings and films via Blackboard, photocopy, or reserve.

Other useful books: (These may be found in Reeves Library.)

- Abrams, M. H., ed. *A Glossary of Literary Terms*. 5th ed. New York: Holt, Rinehart, and Winston, 1988. (PN41 .A184 1988)
- Culler, Jonathan. *Literary Theory: A Very Short Introduction*. New York: Oxford UP, 2000. (On reserve.)
- Holman, Hugh and William Harmon, eds. *A Handbook to Literature*. 5th ed. New York: Macmillan, 1986. (PN41 .H6 1986)

Some useful websites for writing, composition, analysis, and theory:

- The University of Victoria's Hypertext Writer's Guide: <http://web.uvic.ca/wguide/>
- The University of Wisconsin Writing Center Writer's Handbook: <http://www.wisc.edu/writing/Handbook/>
- Critical Reading: A Guide (by J. Lye at Brock Univ.): <http://www.brocku.ca/english/jlye/criticalreading.html>
- Literary Resources – Theory (by J. Lynch at Rutgers Univ.): <http://www.andromeda.rutgers.edu/~jlynch/Lit/theory.html>

Syllabus (subject to change)

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| Sept. | 1 | T | Introduction; syllabus; policies and goals of course; introduction to <i>MLA Handbook</i> and <i>Bedford Handbook</i> ; discuss paper rubric and features of good writing; Paper 1 assigned |
| | 3 | Th | Discussion of concepts of interpretation and critical thinking; read P&E thoroughly and closely; collaborative exercise; Paper 1 due ; readings on contexts for <i>Frankenstein</i> (3-18) |
| | 8 | T | Introduction to reading and writing about fiction; introduction to literary criticism and theoretical approaches; response writing to <i>Frankenstein</i> assigned; Paper 2 assigned ; overview of theoretical approaches to <i>Frankenstein</i> ; readings on contexts for <i>Frankenstein</i> (190-234); read critical history of <i>Frankenstein</i> (237-261) |
| | 10 | Th | Introduction to <i>Frankenstein</i> ; read novella itself (19-189); discuss contexts (3-18 and 190-234) and critical history (237-261); begin discussion of novella itself (19-189); review film analysis; discuss <i>Frankenstein</i> film |
| | 15 | T | Discuss <i>Frankenstein</i> |
| | 17 | Th | Paper 2 draft workshop ; review features of effective writing; read sample Paper 2 <u>in advance</u> of class; critique sample Paper 2 in class |
| | 22 | T | Discuss <i>Frankenstein</i> (focusing on student selections of theoretical approaches); introduction to Savvy Researcher Project |
| | 24 | Th | No class meeting - Paper 2 individual conferences (TBA) |
| | 29 | T | Paper 2 due ; library session – meet in Reeves (at computer stations to right on entering; bring <i>MLA Handbook</i>); work on Savvy Researcher Project; read assigned short story in advance; Reeves online tutorial assigned |

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| Oct. | 1 | Th | Read "Combining Perspectives" (432-449); discuss <i>Young Frankenstein</i> ; wrap up with <i>Frankenstein</i> ; <i>Frankenstein</i> response re-evaluation (in-class writing) |
| | 6 | T | Library session – meet in Reeves; work on Savvy Researcher Project; critique of Tutorial-Section 6 due (by email) |
| | 8 | Th | Savvy Researcher project due ; practice with MLA style sheet (bring <i>MLA Handbook</i> to class); introduction to reading and writing about drama; introduce <i>The Tempest</i> ; view and discuss excerpts from BBC's <i>The Tempest</i> ; response writing to film (in class); discuss <i>The Tempest</i> (3-9; "Shakespeare's Life and Work"); overview of controversies in study of <i>The Tempest</i> |
| | 13 | T | No class – Fall Break |
| | 15 | Th | Discuss <i>The Tempest</i> (10-88); <i>Tempest</i> presentations assigned; Paper 3 assigned |
| | 20 | T | Discuss <i>Tempest</i> ; discuss contextual material (91-115); review of oral presentation skills; in class work (time permitting) on group presentations |
| | 22 | Th | Discuss <i>Tempest</i> ; view and discuss excerpts from <i>Prospero's Books</i> ; Paper 3 proposal due (by email) |
| | 27 | T | <i>Tempest</i> presentations: Sources and Contexts (116-140); Shakespeare and the Power of Order (213-244); Postcolonial Challenge (265-292, 309-319); review paper rubric and features of good writing; discuss selected elements of composition |
| | 29 | Th | <i>Tempest</i> presentations: Responding to Postcolonial Challenge (320-351); Feminist Challenge (388-412); read sample Paper 3 <u>in advance</u> of class; critique sample Paper 3 in class |
| Nov. | 3 | T | Paper 3 draft workshop ; wrap up with <i>Tempest</i> ; <i>Tempest</i> response re-evaluation (in-class writing) |
| | 5 | Th | No class meeting – Paper 3 individual conferences (TBA) |
| | 10 | T | Paper 3 due ; introduction to reading and writing about poetry; view Dodge Poetry Festival video; explication handouts and samples for explication; Paper 4 assigned; oral presentations on poetry assigned ; introduction to poetry of Harlem Renaissance |
| | 12 | Th | Discuss and practice explication; discuss selected poems by African American poets (on Bb) |
| | 17 | T | Discuss selected poems by African American poets (on Bb); in-class reading responses to assigned poems; discuss re-write option; Paper 4 topic due |
| | 19 | Th | Discuss selected poems by African American poets (on Bb); in-class reading responses to assigned poems. |
| | 24 | T | Read sample Paper 4; critique sample Paper 4 in class; Paper 4 draft workshop; individual conferences (TBA) ; review oral presentation skills |
| | 26 | Th | No class – Thanksgiving Break |
| Dec. | 1 | T | Individual oral presentations on Paper 4 |
| | 3 | Th | Individual oral presentations on Paper 4 ; distribute <i>Career Guide for English Majors</i> |
| | 8 | T | Paper 4 due ; guest presentation by Career Office representative; read <i>Career Guide for English Majors</i> in advance of class for Q&A and discussion; course review and evaluation |