

**ENGLISH 225 Introduction To English Studies**  
**Writing Intensive**  
**Spring 2011 - Monday and Wednesday - 1:10-2:20P - PPHAC 101**

**Instructor: Dr. Nicole Tabor, [ntabor@moravian.edu](mailto:ntabor@moravian.edu)**

**Office Hours: Mon 2:30-4:00, Tue 10:15-11:30, Thu 10:15-11:30, and by appointment**

**Office Location and Phone: 302 Zinzendorf Hall, (610) 625-7842**

**COURSE DESCRIPTION:**

This writing intensive 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. The course will provide a broad introduction to theoretical and historical debates that stand at the center of English Studies today, and students will have the chance to enter into these debates through critical writing assignments. Our readings, discussions, and writing assignments will offer the opportunity to develop questions at issue for our discourse community. Writing and the revision process especially will provide the chance to develop your own line of inquiry regarding specific texts.

**COURSE GOALS:**

- Develop a sophisticated vocabulary of key terms to closely read, discuss, and write about English Studies
- Enrich our textual experience of literature by critically engaging with its historical tradition(s)
- Cultivate a process-oriented approach to writing that utilizes peer-review and extensive revision
- Deepen our understanding and appreciation of multicultural contributions to literature and English Studies
- Work collaboratively to generate challenging questions at issue for our discourse community
- Design and implement an intellectually engaging research project drawing on original argumentation, writing, and research that substantiates claims utilizing literature as textual evidence
- Utilize life experiences to make connections between English Studies and personal identity

**REQUIRED TEXTBOOKS:**

*Hamlet*, Norton Critical Edition

*The Waste Land*, Norton Critical Edition

*Their Eyes Were Watching God*

*Their Eyes Were Watching God*: Casebook

*MLA Handbook for Writers of Research Papers*

*Critical Terms for Literary Study*

**ASSIGNMENTS**

**PERCENT OF FINAL GRADE:**

First Essay: Analysis	15
Second Essay: Research	15
Third Essay: Abstract, Annotated Bibliography, First Draft	10
Third Essay Final Draft	20
Reading Journal & Portfolio	20
Oral Presentations	10
Class Participation	10

**ESSAYS:** This is a writing intensive course. Our work will enact a process-oriented approach to writing which foregrounds the importance of the revision process. You are required to compose three argumentative essays. The first essay will be 3-4 pages, essay two will be 5-6 pages and the final essay will be 12-15 pages in length. You will develop these essays from abstracts and rough drafts. These essays will be thesis-driven and follow MLA guidelines. Essays will be evaluated primarily on the quality of your ideas and the thoroughness of your critical argument (including appropriate citations of the text).

Organizational, grammatical, and other writing matters will, however, also affect your grade. We will discuss these essays in further detail throughout the term. You will also write ungraded essays throughout the course.

**READING JOURNAL & PORTFOLIO:** You will write a journal entry for each date's assigned readings. This entry will consist of two parts. In part one you will briefly summarize the day's assigned reading(s) in a page-long synopsis. Part two will consist of a discussion question. These questions are useful in generating class discussion and essays from our readings. Please refer to the handout "Discussion Questions as Post-reading." You may be asked to read from your response in class. These journals will be checked each class period and collected twice during the term. Your reading journal, along with all of your coursework, in class writings, reflective essays, drafts, and literary essays will be submitted in an organized binder at the end of the term. This final portfolio will offer the opportunity to reflect upon the revision process as well as your work as a writer, close reader, and member of the English Studies discourse community.

**ORAL PRESENTATIONS:** You will be required to give two group presentations. One presentation will focus on an assigned literary term. Your group will summarize, historicize, and ask the class significant discussion questions related to your assigned term as well as create/photocopy/distribute a two-page handout. The second presentation will unpack an assigned theoretical approach. Your group will co-author/photocopy/distribute a three-page position paper which analyzes and critiques the theoretical argument. These presentations will be discussed in greater detail. A sign-up sheet will be circulated in class.

**PARTICIPATION:** Our classroom comprises a *discourse community*, in which we gain knowledge and insight through mutual inquiry as a result of both verbal and written interaction with others in the class. This interaction will take the form of co-operation as well as respectful disagreement. As a member of this discourse community, you will be expected to contribute intelligently and frequently to the discussion. Along with speaking, effective participation requires active and open-minded listening to others. Respond to and interact with your peers, not just with me. The more you participate, the more interesting, exciting, and rewarding this class will be. Always bring your textbook and notes to class. Expect to read passages aloud and closely investigate details of the texts we are studying. There will be unannounced quizzes and in-class writings throughout the term. I highly encourage you to visit me during office hours (or make an appointment) to discuss your revision process or any other questions or concerns related to the course. There will be an extra-credit option related to the Multicultural Reading Group.

#### **POLICIES:**

**Grades.** It is within the instructor's purview to apply qualitative judgment in determining grades for any assignments and for the final course grade.

**Format.** All written work should include your name, the course number and instructor (Tabor), the date, and the assignment in the upper right-hand corner. Any pages after the first should be numbered and stapled. All work must be typed using a reasonable 12-point font, double-spaced, and conventional margins (one inch). No electronic assignments accepted without special arrangement.

**Deadlines.** Reading responses, quizzes, and other daily assignments will not be accepted late, including assignments due to absence. Assignments are due during the class period of the due date. Extensions may be given on essays, provided that a student asks for the extension at least one week in advance. Unless an extension is given, late essays will be reduced by one letter grade for each day that passes after the due date, e.g. an A becomes a B if one day late.

**Access for Students with Disabilities.** 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. Also, the Writing Center is located in a building that is not accessible to students with mobility impairments. If you have any impairments and need the services of the Writing Center please call 610-861-1392.

**Plagiarism.** All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. Please see the Student Handbook if you have any questions about your use of sources.

**Attendance.** It is your responsibility to sign the attendance sheet at each class. Your final course grade will be dropped by 10% for each unexcused absence after the third. Arriving to class more than 10 minutes late will count as 1/3 of an absence. A note from a doctor's office is required for an excused absence.

**Tentative Reading Schedule.** Readings are to be completed on the day assigned. The schedule is subject to change.

**Week One**

Mon Jan 17 Introduction  
In Class Reflective Essay (ungraded)

Wed Jan 19 Close Reading: *Hamlet* pp. 1-61  
**Close Reading Essay Due** (ungraded)

**Week Two**

Mon Jan 24 Close Reading: *Hamlet* pp. 1-130

Wed Jan 26 Close Reading: *Hamlet* pp. 1-130

**Week Three**

Mon Jan 31 Secondary Sources: *Hamlet* "Imagining Hamlet" xi-xxxiii, Coleridge: "Lecture on Hamlet" pp. 245-249, Jones: "Psycho-analytic Study of Hamlet" pp. 264-271  
**Essay One Due**

Wed Feb 2 Secondary Sources: *Hamlet* Showalter: "Representing Ophelia" pp. 281-297, Greenblatt: "Hamlet in Purgatory" pp. 298-309

**Week Four**

Mon Feb 7 Conferences: The Revision Process

Wed Feb 9 Conferences: The Revision Process

**Week Five**

Mon Feb 14 **Thesis Workshop: Thesis Statement and Outline Due**  
In-class peer Review

Wed Feb 16 Using Evidence and Citing Outside Sources  
The Sonnet Tradition: Petrarch to Modernism (poetry reading packet due)  
Term: "Interpretation" pp. 121-134

**Week Six**

Mon Feb 21 Library Visit: Primary and Secondary Sources  
**Reading Journal Due**

Wed Feb 23 Spotlight on China:  
Guest Speaker: Peter Rupert Lighte (Lighte reading packet due)

**Week Seven**

Mon Feb 28 Close Reading: *The Wasteland* pp. 1-28

Wed Mar 2 Close Reading: *The Wasteland* pp. 1-28  
In-class Reflective Essay (ungraded)  
**Essay Two Due**

**Week Eight**

Mon Mar 7 Spring Recess – No Class

Wed Mar 9 Spring Recess – No Class

**Week Nine**

Mon Mar 14 Secondary Sources: *The Wasteland* Eliot “Tradition and the Individual Talent, Hamlet, The Metaphysical Poetry, Ulysses, Order, and Myth” pp. 114-130  
**Abstract Due**

Wed Mar 16 Secondary Sources: *The Wasteland* Ransom, Richards, Leavis, Brooks  
“The New Criticism” pp. 167-209  
Term: “Canon” pp. 233-249  
**Annotated Bibliography Due**

**Week Ten**

Mon Mar 21 Secondary Sources: *The Wasteland* Froula “Text and Transference” pp. 275-285,  
Bush “Unknown Terror and Mystery” pp. 246-257  
Term: “Unconscious” pp. 147-162

Wed Mar 23 The Craft of Research  
**Draft Workshop Part I: Two Copies of Outline Due**  
In-class peer Review

**Week Eleven**

Mon Mar 28 Modernism and The Harlem Renaissance (reading packet due)  
Term: “Literary History” pp. 250-262

Wed Mar 30 **Draft Workshop Part II: Two Copies of Rough Draft Due**  
In-class peer Review

**Week Twelve**

Mon Apr 4 Conferences: Writing and Research Methods

Wed Apr 6 Conferences: Writing and Research Methods

**Week Thirteen**

Mon Apr 11 Close Reading: *Their Eyes Were Watching God* pp. 1-93

Wed Apr 13 Close Reading: *Their Eyes Were Watching God* pp. 1-193  
Term: “Race” pp. 274-287

**Week Fourteen**

Mon Apr 18 Secondary Sources: *Their Eyes Were Watching God* Johnson: “Metaphor, Metonymy, Voice” pp. 41-58, Kaplan: “Erotics of Talk” pp. 137-164  
Term: “Gender” pp. 263-273

Wed Apr 20 Secondary Sources: *Their Eyes Were Watching God* Gates: “The Speakerly Text” pp. 59-116, Carby: “The Politics of Fiction, Anthropology, and the Folk” pp. 117-137  
Term: “Culture” pp. 225-232

**Reading Journal Due**

**Week Fifteen**

Mon Apr 25 Easter Recess: No Class

Wed Apr 27 English Studies and Professional Practice: Writing the Future  
In-class Reflective Essay (ungraded)  
**Essay Three Due**

**Finals Week**

**Monday May 2: Portfolios Due**