

ENGLISH 225 Introduction To English Studies
Writing Intensive
Spring 2012 - Tuesday and Thursday – 8:55-10:05A – Zinz 103

Instructor: Dr. Nicole Tabor, 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 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, develop your research skills, explore critical theory with a variety of different genres and authors, and 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 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)
- 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 with literature as textual evidence
- Utilize life experiences to make connections between English Studies and personal identity

REQUIRED TEXTBOOKS:

Hamlet, Norton Critical Edition

Penguin Book of First World War Poetry

Great War and Modern Memory

Their Eyes Were Watching God

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. 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.

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, three reflective essays, drafts, and essays will be submitted in an organized binder at the end of the term.

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 handout. The second presentation will unpack an assigned theoretical approach. Your group will co-author, photocopy, and 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 paper ideas or any other questions or concerns related to the course. There will be an extra-credit option related to the Multicultural Reading Group.

ENGLISH MAJORS: In preparation for creating an English Major Portfolio in your Senior Capstone Seminar, please save both digital and hard copies of your work for this class, including drafts with peer and instructor comments.

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 2 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

- Tue Jan 17 Introduction
 In-class Reflective Essay One
- Thu Jan 19 Close Reading: *Hamlet* pp. 1-61
 Close Reading Essay Due (ungraded)

Week Two

- Tue Jan 24 Close Reading: *Hamlet* pp. 1-130
- Thu Jan 26 *Hamlet* pp. 1-130

Week Three

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

Week Four

- Tue Feb 7 Conferences: The Revision Process
- Thu Feb 9 Conferences: The Revision Process

Week Five

- Tue Feb 14 **Thesis Workshop: Thesis Statement and Outline Due**
- Tue Feb 16 Using Evidence and Citing Outside Sources
 The Sonnet Tradition I: Petrarch to Modernism (poetry reading packet due)

Week Six

- Tue Feb 21 Library Visit: Primary and Secondary Sources
 Reading Journal Due
- Thu Feb 23 The Sonnet Tradition II: Modernism to Contemporary (poetry reading packet due)
 Term: "Interpretation" pp. 121-134

Week Seven

- Tue Feb 28 Close Reading: *Penguin First World War* pp. viii-liv, 48, 141-142
- Thu Mar 1 Close Reading: *Penguin First World War* pp. 99-165
 In-class Reflective Essay Two (ungraded)
 Essay Two Due

Week Eight

Tue Mar 6 Spring Recess – No Class
Thu Mar 8 Spring Recess – No Class

Week Nine

Tue Mar 13 Close Reading: *Penguin First World War* pp. 223-278
Term: “Canon” pp. 233-249
Abstract Due

Thu Mar 15 Secondary Sources: *Great War and Modern Memory*:
“Chapter II. The Troglodyte War ” pp. 36--74
Annotated Bibliography Due

Week Ten

Tue Mar 20 Secondary Sources: *Great War and Modern Memory*:
“Chapter IV. Myth, Ritual, and Romance” pp. 114-154
Term: “Unconscious” pp. 147-162

Wed Mar 21 *Multicultural Reading Group: 4-5P Extra Credit Option*

Thu Mar 22 Secondary Sources: *Great War and Modern Memory*:
“Chapter VI. Theater of War” pp. 191-230

Week Eleven

Tue Mar 27 **Draft Workshop: Two Copies of Rough Draft Due**

Thu Mar 29 Modernism and The Harlem Renaissance (reading packet due)
Term: “Literary History” pp. 250-262

Week Twelve

Tue Apr 3 Conferences: Writing and Research Methods
Thu Apr 5 Conferences: Writing and Research Methods

Week Thirteen

Tue Apr 10 Close Reading: *Their Eyes Were Watching God* pp. 1-93

Thu Apr 12 Close Reading: *Their Eyes Were Watching God* pp. 1-193
Term: “Race” pp. 274-287

Week Fourteen

Tue Apr 17 Secondary Sources: Johnson: “Metaphor, Metonymy, Voice” pp. 41-58,
Term: “Gender” pp. 263-273

Thu Apr 19 Secondary Sources: Gates: “The Speakerly Text” pp. 59-116
Term: “Culture” pp. 225-232
Reading Journal Due

Week Fifteen

Tue Apr 24 English Studies and Professional Practice: Careers, Planning, and Time Management
In-class Reflective Essay Three

Thu Apr 26 Conclusions and Evaluations
Essay Three Due

Finals Week

Monday April 30: Portfolios Due