

ENGLISH 225: INTRODUCTION TO ENGLISH STUDIES
Writing Intensive
Fall 2013 - Tuesday and Thursday – 10:20-11:30A – Comenius 114

Instructor: Dr. Nicole Tabor, ntabor@moravian.edu

Office Hours: Tue 1:30-3:30, Wed 9:30-10:30, Thu 1:30-3:30, 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 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 utilizing 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 4-5 pages, essay two will be 6-8 pages and the final essay will be 15-20 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.

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.

Time Management. In completing work for and preparing for this class, you should expect to spend at least 2 hours per week outside of class for every hour spent in class. Some assignments or readings may require more time than that. We will discuss time management extensively throughout the semester.

Access for Students with Disabilities. Students who wish to request accommodations in this class for a disability should contact Ms. Mara, 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.

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. A note from a doctor's office is required for an excused absence. Arriving to class more than 2 minutes late will count as 1/3 of an absence.

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

Week One

Tue Aug 27 Introduction
In-class Reflective Essay One (ungraded)

Thu Aug 29 Close Reading: *Hamlet* pp. 1-61
Close Reading Essay Due (ungraded)

Week Two

Tue Sep 3 Close Reading: *Hamlet* pp. 1-130

Thu Sep 5 No Class: Rosh Hashanah

Week Three

Tue Sep 10 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 Sep 12 Convocation

Week Four

Tue Sep 17 Conferences: The Revision Process

Thu Sep 19 Conferences: The Revision Process

Week Five

Tue Sep 24 Secondary Sources: *Hamlet* Showalter: “Representing Ophelia” pp. 281-297, Greenblatt: “Hamlet in Purgatory” pp. 298-309

Thu Sep 26 **Thesis Workshop: Thesis Statement and Outline Due**

Week Six

Tue Oct 1 Shakespeare and Cinema Studies (Reading Packet Due)
Term: “Culture” pp. 225-232

Thu Oct 3 Library Visit: Primary and Secondary Sources
Reading Journal Due

Week Seven

Tue Oct 8 Close Reading: *Penguin First World War* pp. viii-liv, 48, 141-142
Term: “Interpretation” pp. 121-134

Thu Oct 10 Close Reading: *Penguin First World War* pp. 99-165
In-class Reflective Essay Two (ungraded)
Essay Two Due

Week Eight

Tue Oct 15 Fall Recess – No Class

Thu Oct 17 Using Evidence and Citing Sources
Citation Workshop: Draft Citation Due

Week Nine

Tue Oct 22 Close Reading: *Penguin First World War* pp. 223-278
Term: "Canon" pp. 233-249
Abstract Due

Thu Oct 24 Secondary Sources: *Great War and Modern Memory*:
"Chapter II. The Troglodyte War" pp. 36--74
Annotated Bibliography Due

Week Ten

Tue Oct 29 Secondary Sources: *Great War and Modern Memory*:
"Chapter IV. Myth, Ritual, and Romance" pp. 114-154
Term: "Unconscious" pp. 147-162

Thu Oct 31 Secondary Sources: *Great War and Modern Memory*:
"Chapter VI. Theater of War" pp. 191-230

Week Eleven

Tue Nov 5 **Draft Workshop: Two Copies of Rough Draft Due**

Thu Nov 7 Modernism and The Harlem Renaissance (reading packet due)
Term: "Literary History" pp. 250-262

Week Twelve

Tue Nov 12 Conferences: Writing and Research Methods

Thu Nov 14 Conferences: Writing and Research Methods

Week Thirteen

Tue Nov 19 Close Reading: *Their Eyes Were Watching God* pp. 1-93
Secondary Sources: Johnson: "Metaphor, Metonymy, Voice" pp. 41-58,
Term: "Gender" pp. 263-273

Thu Nov 21 Close Reading: *Their Eyes Were Watching God* pp. 1-193
Secondary Sources: Gates: "The Speakerly Text" pp. 59-116
Term: "Race" pp. 274-287
Reading Journal Due

Week Fourteen

Tue Nov 26 No Class: Thanksgiving Break

Thu Nov 28 No Class: Thanksgiving Break

Week Fifteen

Tue Dec 3 English Studies and Professional Practice: Careers, Planning, and Time Management
Guest: Ms. Dantsin: Center for Leadership and Service
In-class Reflective Essay Three (ungraded)

Thu Dec 5 Conclusions and Evaluations
Essay Three Due

Finals Week

Monday December 9: Portfolios Due