

ENGLISH 225: INTRODUCTION TO ENGLISH STUDIES
Writing Intensive
Spring 2015 - Monday and Wednesday – 1:10-2:20PM, Zinz 103

Instructor: Dr. Nicole Tabor, taborn@moravian.edu
Office Location and Phone: 304 Zinzendorf Hall, (610) 625-7842
Drop-In Office Hours: Monday 9:15-10:15 & 2:30-3:30, Wednesday 9:15-10:15 & 2:30-3:30,
Thursday 10-11, and also by appointment

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 including primary and secondary. 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, or e-portfolio, at the end of the term.

ORAL PRESENTATIONS: You will be required to give two presentations. One presentation will focus on an assigned literary term. You 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. Elaine Mara, Assistant Director of Academic & Disability Support, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic & Disability Support office.

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

Mon Jan 19 Introduction
In-class Reflective Essay One (ungraded)

Wed Jan 21 Close Reading: *Hamlet* pp. 1-61
Close Reading Essay Due (ungraded)

Week Two

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

Wed Jan 28 Close Reading: *Hamlet* pp. 1-130
Secondary Sources: Jones: “Psycho-analytic Study of Hamlet” pp. 264-271
Term: “Culture” pp. 225-232

Week Three

Mon Feb 2

Shakespeare and Cinema Studies
Essay One Due

Tue Feb 3

Spotlight on Black History Month:
Literature of the Harlem Renaissance
Noon Feb 3, UBC Rm. Details will be discussed early in the term.

Wed Feb 4

Library Visit I: Primary and Secondary Sources

Week Four

Mon Feb 9

Conferences: The Revision Process

Wed Feb 11

Conferences: The Revision Process

Week Five

Mon Feb 16

Thesis Workshop: Thesis Statement and Outline Due

Wed Feb 18

Secondary Sources: *Hamlet* Showalter: "Representing Ophelia" pp. 281-297,
Greenblatt: "Hamlet in Purgatory" pp. 298-309
Term: "Literary History" pp. 250-262

Week Six

Mon Feb 23

English Studies and Professional Practice: Careers, Planning, and Time Management
In-class Reflective Essay Two (ungraded)

Wed Feb 25

Draft Workshop: Draft Due

Fri Feb 27

Henry V, Moravian Theatre, Extra Credit Option

Week Seven

Mon Mar 2

Close Reading: *Penguin First World War* pp. viii-liv, 48, 141-142
Term: "Interpretation" pp. 121-134
Reading Journal Due

Wed Mar 4

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

Week Eight

Mon Mar 9

Spring Break – No Class

Wed Mar 11

Spring Break – No Class

Week Nine

Mon Mar 16

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

Wed Mar 18

Using Evidence and Citing Sources
Citation Workshop: Draft Citation Due

Week Ten

Mon Mar 23

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

Wed Mar 25

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

Week Eleven

Mon Mar 30

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

Wed Apr 1 **Draft Workshop: Two Copies of Rough Draft Due**

Week Twelve

Mon Apr 6 Conferences: Writing and Research Methods

Wed Apr 8 Conferences: Writing and Research Methods

Week Thirteen

Mon Apr 13 Library Visit II: Research as English Studies

Wed Apr 15 Close Reading: *Their Eyes Were Watching God* pp. 1-193

Week Fourteen

Mon Apr 20 Close Reading: *Their Eyes Were Watching God* pp. 1-193

Wed Apr 22 Secondary Sources: Johnson: “Metaphor, Metonymy, Voice” pp. 41-58,
Term: “Gender” pp. 263-273

Reading Journal Due

Week Fifteen

Mon Apr 27 Secondary Sources: Gates: “The Speakerly Text” pp. 59-116
Term: “Race” pp. 274-287

Wed Apr 29 Conclusions and Evaluations

Essay Three Due

Finals Week **Monday April 4th 5:00PM: Portfolios Due**