

English 225

Introduction to English Studies (Writing Intensive)

(Guidelines subject to change)

Blackboard enrollment code for course: ENGL225FA15

Fall 2015
Instructor: John Black
Classroom: Zinzendorf 103
Class schedule: WF 11:45-12:55

Email: jblack@moravian.edu

Office: Zinzendorf 303
Office Hours: W 2:30-3:30, F 1:30-2:30
and by appointment
English Dept. Phone: 861-1390

Resources

Required texts:

- Graff, Gerald and James Phelan, eds. *William Shakespeare's The Tempest: Case Studies in Critical Controversies*. 2nd ed. Boston: Bedford/St. Martin's, 2009. Print.
- Modern Language Association. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: MLA, 2009. Print.
- Paul, Richard and Linda Elder. *The Miniature Guide to Critical Thinking: Concepts and Tools*. 6th ed. Tomales, CA: Foundation for Critical Thinking, 2009. Print. ('P&E' on syllabus)
- Smith, Johanna M., ed. *Mary Shelley's Frankenstein: Case Studies in Contemporary Criticism*. 2nd ed. Boston: Bedford/St. Martin's, 2000. Print.
- Readings for poetry unit (on the Harlem Renaissance and Langston Hughes) provided via Blackboard or photocopy.
- Additional supplemental materials via Blackboard, photocopy, or reserve.

Other useful resources:

- Abrams, M. H., ed. *A Glossary of Literary Terms*. 5th ed. New York: Holt, Rinehart, and Winston, 1988. Print.
- Groden, Michael, Martin Kreiswirth, and Imre Szeman. *The Johns Hopkins Guide to Literary Theory and Criticism*. Baltimore: Johns Hopkins U P, 2005. Print.
- Holman, Hugh and William Harmon, eds. *A Handbook to Literature*. 5th ed. New York: McMillan, 1986. Print.
- Lentricchia, Frank and Thomas McLaughlin, eds. *Critical Terms for Literary Study*. 2nd ed. Chicago: U of Chicago P, 1995. Print
- Hacker, Diana. *The Bedford Handbook*. 8th ed. Boston: Bedford/St. Martin's, 2010. Print. Online version at: http://bcs.bedfordstmartins.com/bedhandbook8e/#t_518572
- Purdue University's Online Writing Lab (OWL): <http://owl.english.purdue.edu/>
- Critical Reading: A Guide (J. Lye, Brock Univ.): <http://www.brocku.ca/english/jlye/criticalreading.html>
- Literary Resources: Theory (J. Lynch, Rutgers): <http://www.andromeda.rutgers.edu/~jlynch/Lit/theory.html>

Course Description and Format: Welcome to English 225! 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 primary texts from each of the three major modern genres, along with related secondary readings, the course will focus on aspects of English studies such as close reading, analysis, and interpretation of literature, bibliographic and research techniques, critical thinking, history of the field, 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: *your preparation and participation are, therefore, essential to the success of the class and to your success in it.*

Course Goals:

- Develop a solid vocabulary and strong range of approaches for closely reading about, discussing, and writing about English Studies
- Demonstrate critical reading and innovative thinking about texts, broadly defined, through thesis-driven analysis
- Manage and reflect upon individual and collaborative writing projects from the planning and drafting stages through the peer-review and revision stages
- Examine literary production as a culturally- and historically-situated practice
- Demonstrate the ability to use a variety of research strategies, select and incorporate sources, and document according to context-appropriate standards
- Engage with difficult questions of ethical reasoning with respect to civic, intercultural, environmental, and professional responsibilities
- Reflect on personal experiences and learning to make and recognize connections among English Studies, education in the liberal arts, and both individual and community identity

Assignments: English 225 is a writing-intensive class. You will draft and revise two 3-5 page papers and one 10-12 page paper, all thesis-driven and all following the MLA stylesheet. You will also conduct a research skills project, make individual and group presentations and complete several other shorter assignments. 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 and subsequently revised. 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. Papers and other assignments are due in class on the due dates noted on the syllabus – even if you are unexpectedly absent. I do not accept or read late papers, except under very unusual circumstances. In any circumstances, late drafts, papers, and other assignments are reduced by a letter grade for each day they are late.**

****For 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.*

Attendance and Participation: Be here - I will take roll regularly. You are expected to attend each day. **Be prompt** - Class begins at 11:45 am 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. All of our readings should raise many questions for you. 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 notifying 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, 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's on your mind. 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:
jrblack@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> The Writing Center is located in a building that is not accessible to persons with mobility impairments. If you have mobility impairments and need the services of the Writing Center, please call 610-861-1392.
- 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 Academic and Disability Support Office (Lower Level, Monocacy Hall, 861-1401) <http://home.moravian.edu/public/stusvc/learning/> and the Counseling Center (1307 Main St., 861-1510) <http://home.moravian.edu/public/stusvc/counseling/> provide many services to help you meet the demands of college life and achieve success.
- Students who wish to request accommodations in this class for a disability must contact Ms. Laurie Roth, Director of Academic and Disability Support, on the lower level of Monocacy Hall (861-1401). Accommodations cannot be provided until authorization is received from the Academic and Disability Support Center.

Academic Honesty: Moravian College expects its students to perform their academic work honestly and fairly. A Moravian student, moreover, should neither hinder nor unfairly assist the efforts of other students to complete their work successfully. This policy of academic integrity is the foundation on which learning at Moravian is built. Read and familiarize yourself with the College’s Academic Honesty Policy, found in the *Student Handbook*:

<http://www.moravian.edu/studentLife/handbook/academic/academic2.html> I take the provisions of the Academic Honesty Policy very seriously and am obliged to report any suspected violations. Plagiarism, representing someone else’s work as your own, is a serious breach of personal integrity and a violation of academic honesty, 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. We’ll discuss use of sources during our assignments, but if at any time you have any questions about documenting sources properly (MLA style, for this course) 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.

Paper 1: Summary & Analysis paper (<i>Frankenstein</i>)...(incl. graded draft).....	15%
<i>Tempest</i> Group Presentation.....	10%
Savvy Researcher Project.....	5%
Proposal for Research paper (<i>Tempest</i>).....	5%
Paper 2: Research paper (<i>Tempest</i>)...(incl. graded draft).....	25%
Paper 3: Poetry explication...(incl. graded draft).....	15%
Reading Responses.....	10%
Informal Writing.....	5%
Class Participation.....	10%

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

Extra Credit: Learning takes place both in and outside the classroom. To encourage you to learn more about the richness of the College and local community, students may earn extra credit through confirmed participation (usually in the form of a brief write-up) in various activities related to language, literature, and writing. Up to a total of three points of extra credit can be added at the end of the semester to a student’s lowest assignment grade. One hundred points is the maximum total for the course. Some examples of eligible activities are: attending a College theater production or poetry/fiction reading, submission of creative work to *The Manuscript*, or a meeting

with a Writing Center tutor. In December, Moravian will host the Undergraduate Conference in Medieval and Early Modern Studies; a student who presents a paper at the conference will earn three points. A student who assists with or attends the conference will earn one point. Other, similar activities may also be eligible; please confer with me.

Syllabus (subject to change)

Sept.	2	W	Introduction; syllabus; policies and goals of course; introduction to <i>MLA Handbook</i> , <i>Bedford Handbook Online</i> , and <i>OWL</i> ; informal writing; InFocus theme and course
	4	F	Discuss concepts of interpretation; collaborative exercise; discuss critical thinking; read P&E thoroughly and closely (prompts on Bb); discuss paper rubric and features of good writing; readings on contexts for <i>Frankenstein</i> (3-18); begin reading <i>Frankenstein</i> itself (19-189); Paper 1 assigned (note sample paper on Bb)
	8	T	Paper 1 topic due by email by 5pm
	9	W	Introduction to history of literary criticism and to theoretical approaches; introduction to reading and writing about fiction; response writing to <i>Frankenstein</i> assigned ; overview of theoretical approaches to <i>Frankenstein</i> ; readings on contexts for <i>Frankenstein</i> (190-234); continue reading <i>Frankenstein</i> itself (19-189)
	11	F	Introduction to <i>Frankenstein</i> ; read critical history of <i>Frankenstein</i> (237-261); discuss contexts (3-18 and 190-234) and critical history (237-261)
	16	W	Discuss <i>Frankenstein</i> ; finish reading <i>Frankenstein</i> itself (19-189); begin discussion of <i>Frankenstein</i> (19-189); discuss elements of fiction (DiYanni handout)
	18	F	Discuss <i>Frankenstein</i> ; review features of effective writing; read sample Paper 1 <u>in advance</u> of class; bring copy of sample Paper 1 to class; critique sample Paper 1 in class
	23	W	Paper 1 draft workshop (bring 2 copies of draft to class); arrange Paper 1 individual conferences
	25	F	Discuss <i>Frankenstein</i> (focusing on student selections of theoretical approaches); wrap up with <i>Frankenstein</i> ; <i>Frankenstein</i> response re-evaluation (in-class writing)
	30	W	Paper 1 due ; introduction to reading and writing about drama; introduce <i>The Tempest</i> ; discuss <i>The Tempest</i> (3-9; "Shakespeare's Life and Work"); overview of controversies in study of <i>The Tempest</i> ; Paper 2 assigned (note sample paper on Bb); introduce <i>Tempest</i> group presentation assignment
Oct.	1	Th	Preferences for <i>Tempest</i> group presentation due by email by 5pm
	2	F	Work on <i>Tempest</i> group presentation
	7	W	Discuss <i>Tempest</i> (10-88); discuss contextual material (91-115); review of oral presentation skills
	9	F	<i>Tempest</i> presentations: Sources and Contexts (116-140); Shakespeare and the Power of Order (213-244); Postcolonial Challenge (265-292, 309-319); Responding to Postcolonial Challenge (320-351); Feminist Challenge (388-412); introduce Savvy Researcher Project; introduce Reeves Online Tutorial assignment

Oct.	13	T	Topic for Paper 2 due by email by 12n
	14	W	Library session (resources) – meet in Reeves (at computer stations to right on entering); bring <i>MLA Handbook</i> ; work on Savvy Researcher Project; practice with annotated bibliography
	16	F	Discuss <i>The Tempest</i> and elements of drama (DiYanni handout)
	21	W	Library session (web evaluation) – meet in Reeves (at computer stations to right on entering); work on Savvy Researcher Project; critique of Reeves Online Tutorial - Section 6 due by email by class time ; practice with MLA style sheet (bring <i>MLA Handbook</i>)
	23	F	Savvy Researcher project due; Paper 2 proposal due by email by class time ; guest presentation by Career Center representative on professional development
	28	W	Discuss <i>Tempest</i> ; practice close reading
	30	F	Discuss <i>Tempest</i> ; review paper rubric and features of good writing; discuss selected elements of composition; read sample Paper 2 <u>in advance</u> of class; bring copy of sample Paper 2 to class; critique sample Paper 2 in class
Nov.	4	W	Paper 2 draft workshop (bring 2 copies of draft to class); arrange Paper 2 individual conferences
	6	F	No class meeting – in lieu of Paper 2 individual conferences (TBA)
	11	W	Discuss <i>Tempest</i> ; wrap up with <i>Tempest</i> ; <i>Tempest</i> response re-evaluation (in-class writing)
	13	F	Paper 2 due ; introduction to reading and writing about poetry; explication handouts and samples for explication; discuss elements of poetry (DiYanni handout); Paper 3 assigned (note sample paper on Bb)
	18	W	Discuss and practice explication of selected poems; introduction to Harlem Renaissance and its legacy
	20	F	Discuss selected poems from Harlem Renaissance and Hughes (handout); in-class reading responses; Paper 3 topic due by email by class time
	25	W	No class – Thanksgiving Break
	27	F	No class – Thanksgiving Break
Dec.	2	W	Discuss selected poems from Harlem Renaissance and Hughes (handout); in-class reading responses;
	4	F	Paper 3 draft workshop (bring 2 copies of draft) ; read sample Paper 3 <u>in advance</u> of class; bring copy of sample Paper 3 to class; critique sample Paper 3 in class
	5	Sat	Undergraduate Conference in Medieval and Early Modern Studies – extra credit opportunity
	9	W	Discuss selected poems by Hughes (handout); in-class reading responses; discuss re-write option
	11	F	Paper 3 due ; course review and evaluation