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ENG 2205-001: Introduction to Literary Studies

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English 2205-001—Introduction to Literary Studies
Spring 2018

Dr. Julie Campbell
CH 3572
Office hours TTH 9:00-9:30; 12:30-2:30pm
and by appointment.

TTH 9:30-10:45am
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Texts

Richter, *The Critical Tradition*

Lawall et al, *Norton Anthology of Western Literature*, vol. 1, 8th ed.

Sloan, *Mr. Penumbra's 24-Hour Book Store*

Austen, *Pride and Prejudice*

Shakespeare, *Hamlet*

Stoppard, *Rosencrantz & Guildenstern Are Dead*

Course Focus

There are as many ways to view a text as there are readers, and each reader brings to a text his or her own perceptions, prejudices, and experiences. When reading and writing about literature are approached from a variety of perspectives, exciting things happen. Texts come alive artistically, historically, and politically in fascinating ways, and we realize that readers co-create meaning with writers. A text is a two-way street. English majors are encouraged to learn to view literature from a variety of critical stances that have evolved into the field called literary theory. In this course, we will read a selection of poetry, drama, and prose from several theoretical standpoints and discuss the historical development of literary criticism.

Learning Objectives

- Students will engage in diverse critical perspectives as we discuss the texts.
- Students will perform research tasks based on primary and secondary source readings, and they will make use of traditional library resources as well as library databases and online resources of scholarly repute.
- Students will synthesize, critique, and interpret their findings in their writing assignments.
- Students will craft cogent, defensible, and well-researched theses for their projects.
- Students will discuss their findings in informal, small group settings and with the whole class.

Policies and General Information

--The English Department statement on plagiarism stipulates that any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author and representation of them as one's original work" (*Random House Dictionary of the English Language*)--has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the assigned

essay and for the course, and to report the incident to the Judicial Affairs Office. See <http://www.eiu.edu/judicial/studentconductcode.php> for further information.

--Papers and exams: Hand papers in on time. Late papers will be reduced a letter grade for each class day that they are late without a university approved excuse (properly verified absences due to illness, emergency, or participation in an official University activity). If you miss an exam, and you have a university-approved excuse, you may make up that exam. You will have no more than one week to do so, and the make-up exam may be different from the one given during class.

--If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) or stop by Ninth Street Hall, Room 2006, as soon as possible to make an appointment.

--If you require general help with your studies, please make an appointment with The Student Success Center. Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (<http://www.eiu.edu/~success>) for assistance with time management, text taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

--Please make use of EIU's Writing Center, located at 3110 Coleman Hall, this semester. The consultants there can help you with brainstorming, organizing, developing support for, and documenting your papers. One caveat: the Writing Center is not a proofreading or editing service. It is a place where you can learn how to become a more thoughtful, independent, and rhetorically effective writer. To schedule an appointment, drop by (3110 Coleman Hall) or call 581-5929.

--Be prepared for class. You'll get more out of class discussions if you are participating in them, and I'll notice if you do not seem prepared to participate.

Requirements

Three exams (20% each of final grade; thus, 60% total)

Three research essays (10% each of final grade; thus 30% total)

Final presentation (10% of final grade)

Exams: The exams will cover the units of study; however, there will be interplay between these units in our discussions and in the test questions, and the final exam will have some comprehensive elements.

Research Essays: The essays (5-7 pages long each) will be researched writings on topics generated from the texts that we read during the course of the semester. You will use MLA Parenthetical Style for documentation. There will be three essay prompts, one per unit.

Final Presentation: The presentations will be crafted from the research for one of your essays. It will be 5-7 minutes long. Its purpose is to introduce specialized information that you have focused on during your own independent study.

The Writing Center

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service. It is a place where you can learn how to become a more thoughtful, independent, and rhetorically effective writer. To schedule an appointment, drop by (3110 Coleman Hall) or call 581-5929.

Tentative Schedule

T. Jan. 9—Discuss syllabus and plan for the course.

Homework: In *Norton*, read *The Odyssey*, Books I, II, IV, V, VI, IX, XI, XVI, XVII, XIX, XXI, XXII, XXIII, XXIV. (Note: Always read your text's introduction to each author or section.) In *The Critical Tradition*, read Jung, pp. 504-505.

Unit One: Early Fiction and the Evolution of the Epic

Th. Jan. 11—Begin discussion of excerpts from *The Odyssey*.

Homework: In *Norton*, begin reading *Sir Gawain and the Green Knight*.

T. Jan. 16—Finish discussion of excerpts from *The Odyssey*.

Homework: Finish reading *Sir Gawain and the Green Knight* (*Norton*).

Th. Jan. 18—Begin discussion of *Sir Gawain*.

Homework: Begin reading excerpts of *Orlando Furioso* (*Norton*).

T. Jan. 23—Finish discussion of *Sir Gawain*.

Homework: Finish reading excerpts of *Orlando Furioso* (*Norton*).

Th. Jan. 25—Begin discussion of *Orlando Furioso*.

Homework: Begin reading *Mr. Penumbra's 24-Hour Book Store*.

T. Jan. 30—Finish discussion of *Orlando Furioso*.

Homework: Finish reading *Mr. Penumbra's 24-Hour Book Store*.

Th. Feb 1—Begin discussion of *Mr. Penumbra's 24-Hour Book Store*. Discuss **Research Essay Prompt 1**.

Homework: a) research the prompt elements that you plan to discuss in your paper; b) work on draft of your paper.

T. Feb. 6—Finish discussion of *Mr. Penumbra's 24-Hour Book Store*. Review for Exam 1.

Homework: Work on paper.

Th. Feb. 8—Work on papers. Study for Exam 1.

T. Feb. 13—**Exam 1. Research Essay 1 is due.**

Homework: Begin reading poetry in *Norton*: **Early lyrics**--Sappho, "He Seems to Me Equal to Gods," 498, "Eros Shook My Mind," 499; Catullus, "Lesbia, let us live...", 922, "Lesbia hurls abuse at me...", 923; Halevi, "Summer," 1392; Al-Qabturnuh, "In Battle," 1393; Cavalcanti, "An Encounter," 1413; Dante, "Love and Poetry," 1414; Petrarch, "She used to let her golden hair," Christine de Pizan, "Alone in Martyrdom," 1418; Shakespeare, "My mistress' eyes," 1918; Franco, "Capitolo 13," 1914; 1905; Donne, "Holy Sonnet 14," 2543. **More Renaissance Lyrics**, Handout. **18th/19th-Century and Modern/Contemporary lyrics** handout.

Unit Two—Lyric Poetry: A Brief Survey

Th. Feb. 15—Selection of poetry, group analyses. Discuss poetry analysis handout.

Homework: Read Holland’s “The Question: Who Reads What How?” in *The Critical Tradition*.

T. Feb. 20— Selection of poetry, group analyses.

Th. Feb. 22—Selection of poetry, group analyses.

T. Feb. 27—Selection of poetry, group analyses. Discuss **Research Essay Prompt 2**.

Homework: a) research the prompt elements that you plan to discuss in your paper; b) work on draft of your paper. Bring **3 copies** of your rough draft to next class.

Th. Mar. 1—Peer critiques of paper drafts. Discuss writing about poetry and documented quoted and paraphrased information.

Homework: Finish Research Essay 2.

T. Mar. 6—Review for Exam 2; **Research Essay 2 is due**.

Th. Mar. 8—Exam 2.

Homework: Read *Antigone* (Norton)

T. Mar. 13—Spring Break

Th. Mar. 15—Spring Break

Unit Three—Drama: Tragedy and Adaptation

T. Mar. 20—Introduction to early drama and tragedy. Begin discussion of *Antigone*.

Homework: Read *Hamlet* (Norton).

Th. Mar. 22—Finish *Antigone*.

Homework: Finish reading *Hamlet*. In *The Critical Tradition*, read Greenblatt, 1292-1295.

T. Mar. 27—Discuss *Hamlet* and revenge tragedy.

Th. Mar. 29—Reading Day: Begin reading *Rosencrantz and Guildenstern Are Dead*.

Work on Research Essay 3: a) research the prompt elements that you plan to discuss in your paper; b) work on draft of your paper.

T. Apr. 3—Finish *Hamlet* discussion. Discuss **Research Essay Prompt 3**.

Homework: Finish reading *R & G*. Continue work on Research Essay 3.

Th. Apr. 5—Discuss *R & G*.

Homework: Read *Much Ado about Nothing*.

T. Apr. 10—Discuss *Much Ado* and tragicomedy. Discuss **Presentations**.

Homework: Work on Presentation.

Th. Apr. 12—Discuss adaptation and *Much Ado*. Begin film.

T. Apr. 17—*Much Ado*, film.

Th. Apr. 19—Presentations. Review for Exam 3.

T. Apr. 24—Presentations.

Th. Apr. 26—Presentations. **Research Essay 3 is due.**

Final: Exam 3, Mon., Apr. 30, 10:15-12:15 a.m.