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ENG 2205-001: Introduction to Literary Studies

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**English 2205-001: Introduction to Literary Studies
Spring 2015**

Dr. Julie Campbell
CH 3572
Office hours TTH 9am-11am, 1:45pm-2:15pm,
and by appointment

TTH 12:30-1:45
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Texts

Richter, *The Critical Tradition*.

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

Austen, *Emma*

Shakespeare, *Much Ado About Nothing*

E-Reserves

Shakespeare, *Othello*

Suggested Resources

Harmon, *A Handbook to Literature*

MLA Formatting and Style Guide: <https://owl.english.purdue.edu/owl/resource/747/01/>

Course Focus

There are as many ways to view a text as there are readers, and each reader brings to a text her or his 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 writing intensive course we will read a selection of drama, poetry, and prose from several theoretical standpoints and discuss the historical development of literature and literary criticism.

Objectives

- To **develop skills in critical reading** in order to become a discerning reader and critic.
- To **explore a variety of theoretical approaches** to literary studies.
- To **explore and critique adaptations** of texts.
- To **develop research skills** by exploring a variety of types of sources and analyzing those sources.
- To **gain a sense of the development of literary history** in the western tradition.
- To **write rhetorically astute papers** that demonstrate understanding of texts and concepts discussed in class, as well as carefully considered research.

Policies

- 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.

--Hand papers in on time. If you're having problems, let me know. ***Papers more than a class day late will be marked down a letter grade. Any in-class writing or in-class group work cannot be made up. You will have no more than one week to make up an exam, 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) as soon as possible.

--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 (15% each)	45%
Three research essays (15% each)	45%
Presentation	10%
	Total: 100%

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 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. You will generate at least one rough draft and one final draft of each paper.

Presentations: 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 and to discuss the approach/es for analysis that you chose for the paper.

TENTATIVE SCHEDULE

T. Jan. 13—Discuss syllabus and plan for the course. See handout on approaches to literature.

Homework: In *Norton*, read Sophocles, *Antigone*. (Note: Always read your text's introduction to each author or section.)

Unit One: Early Drama and the Evolution of the Tragedy

Th. Jan. 15—Begin *Antigone*.

Homework: In *The Critical Tradition*, read Jung, pp. 504-505.

T. Jan. 20—Finish *Antigone*.

Homework: Finish reading *Euripides's Medea*.

Th. Jan. 22—Begin *Medea*.

T. Jan. 27—Finish *Medea*.

Homework: Read *Othello*.

Th. Jan. 29—Begin *Othello*.

T. Feb. 3—Finish *Othello*.

Homework: Begin work on **Research Essay 1**.

Th. Feb. 5—Catch-up day. Review for Exam 1.

T. Feb. 10—**Group review of Research Essay 1**.

Th. Feb. 12—**Exam 1. Research Essay 1 is due.**

Homework: In *Norton*, read Greek lyrics of Sappho Lesbos.

Unit Two: Evolution of the Lyric

T. Feb. 17—Discuss Sappho's lyrics.

Homework: In *Norton*, read Latin lyrics of Catullus.

Th. Feb. 19—Discuss Catullus's lyrics.

Homework: In *Norton*, read Petrarch's sonnets.

T. Feb. 24—Discuss Petrarch's sonnets. See also sonnet handouts.

Homework: In *Norton*, read Michelangelo, sonnet 235; Maurice Scève, Dizain 378; Veronica Franco *Capitolo* 13; Edmund Spenser, sonnet 37; Sir Philip Sidney sonnets 1 and 31; Shakespeare, sonnet 130. Read also in *The Critical Tradition*, Holland, 969-976.

Th. Feb. 26—Discuss Petrarch's followers.

Homework: Bring to class examples of lyrics from contemporary music that echo Petrarch. Begin work on **Research Essay 2**.

T. Mar. 3—Discuss modern lyrics, Petrarchan and otherwise. See modern lyrics handout.

Th. Mar. 5—**Group review of Research Essay 2**. Review for Exam 2.

T. Mar. 10—**Exam 2. Research Essay 2 is due.**

Homework: Read *Much Ado*. In *The Critical Tradition*, read Greenblatt, 1292-1295.

Unit Three: Literary Influence and Adaptations

Th. Mar. 12—Begin *Much Ado*.

Homework: Watch *Clueless*.

T. Mar. 17—Spring Break

Th. Mar. 19—Spring Break

T. Mar. 24—Finish *Much Ado*.

Th. Mar. 26—*Much Ado*, film.

Homework: Begin reading *Emma*.

T. Mar. 31—*Much Ado*, film.

Homework: Finish reading *Emma*.

Th. Apr. 2—Begin *Emma*.

T. Apr. 7—Finish *Emma*. **Sign up for presentations.**

Homework: If you haven't done so yet, watch *Clueless*. Begin work on **Research Essay 3**.

T. Apr. 14—*Emma*, film

Th. Apr. 16—*Emma*, film. Wrap up discussion of *Emma* and adaptations.

T. Apr. 21— **Group review of Research Essay 3**. Review for Exam 3.

Th. Apr. 23—Presentations

T. Apr. 28—Presentations

Th. Apr. 30—Presentations; **Research Essay Three is due.**

Final: Exam Three, Wed., May 6, 8am-10am.