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ENG 2205-001: Introduction to Literary Studies

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**English 2205-001—Introduction to Literary Studies
Fall 2021**

Dr. Julie Campbell
CH 3572
Office hours TTH 11:00am-12:30pm, 2pm-3:30pm,
W 11:00am-12:00pm, and by appointment.

TTH 12:30-1:45am
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Texts

Lawall et al., *Norton Anthology of Western Literature*, vol. 1, 8th ed.
Sloan, *Mr. Penumbra's 24-Hour Book Store*
Stoppard, *Rosencrantz & Guildenstern Are Dead*
Richter, *Falling into Theory*

Online

Simon Worrall, "Author Says a Whole Culture... Wrote *Iliad*, *Odyssey*"
<https://www.nationalgeographic.com/adventure/article/150104-homer-iliad-odyssey-greece-book-talk-travel-world>

Purdue Owl, "Writing about Poetry,"
https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/writing_about_poetry.html

Stephanie Zacharek, (on *The Green Knight*), "A Movie Both of Its Time and Splendidly Outside It." *Time*, Aug. 2, 2021: 96. (D2L)

Suggested Resources

Harmon and Holman, *A Handbook to Literature*
Strunk and White, *The Elements of Style*, 2007—available online via Google Books

Course Focus

There are as many ways to view a text as there are readers, and all readers bring to a text their 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, giving profound insights into people and cultures. 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 prose, poetry, and drama from several theoretical standpoints and discuss literary history, as well as the historical development of literary criticism. In the process, we will traverse a reading list that is meant to pique your curiosity about genres and their development.

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

--Academic integrity: Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards. 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: **Papers are due in Dropbox on the dates noted. See Dropbox in D2L.** 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 McAfee 1210 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 McAfee 1301.

--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.

--If you begin missing multiple classes or assignments without communicating with me, I will make use of the EIU Early Alert System to help you get back on track. Your RA (if you live on campus) or someone from the Academic Success Center will try to contact you to offer help. Use of this system does not mean that you are in trouble; it is a means to help you avoid trouble.

--Conferences: You may make an appointment to meet with me to discuss papers during my office hours or at other times as may be arranged.

--The Writing Center: Consider making 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.

Grading: Some assignments may be graded with a **check mark system**, which will be weighted as follows: $\surd+$ = A, \surd = B, $\surd-$ = C. Anything lower will be an F.

Letter grades will be assessed numerically as follows: A+ = 98, A = 95, A- = 92, B+ = 88, B = 85, B- = 82, C+ = 78, C = 75, C- = 72, and so on.

Requirements

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

Three research projects (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 Projects: The projects (5-7 pages long each) will be researched essays or creative works on topics generated from the texts that we read during the course of the semester. If the prompt includes a creative writing option, you will be required to have a research component in the introduction to that work. You will use MLA Parenthetical Style for documentation. There will be three project assignments, one per unit.

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

Tentative Schedule

T. Aug. 24—Discuss syllabus and plan for the course. Consider the following: What is literature? Why study it? When did the study of vernacular literature become a component of a university education? How important is periodization? What are the purposes it serves?

Homework: In *Norton*, begin reading *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.) Read also the **handout on general areas of literary criticism**.

Unit One: Fiction and the Evolution of Epic

Th. Aug. 26—Begin discussion of the overview of the history of literary criticism, periodization, and excerpts from *The Odyssey*.

Homework: Finish reading excerpts from *The Odyssey*. Read Worrall's interview with Adam Nicholson.

T. Aug. 31—Finish discussion of excerpts from *The Odyssey*.

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

Th. Sept. 2—Begin discussion of *Sir Gawain and the Green Knight*.

Homework: Finish reading *Sir Gawain and the Green Knight*. Read the Zacharek review.

T. Sept. 7—Finish discussion of *Sir Gawain and the Green Knight*. Consider the Zacharek review of the new film, *The Green Knight*.

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

Th. Sept. 9—Begin discussion of *Orlando Furioso*.

Homework: Finish reading excerpts of *Orlando Furioso*.

T. Sept. 14—Finish discussion of *Orlando Furioso*.

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

Th. Sept. 16—Begin discussion of *Mr. Penumbra's 24-Hour Book Store*.

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

T. Sept. 21—Finish discussion of *Mr. Penumbra's 24-Hour Book Store*. Discuss **Research Project Prompt 1**.

Homework: a) research the prompt elements that you plan to discuss in your paper; b) work on your paper. **Be ready to discuss your progress next class.**

Th. Sept. 23—Review for Exam 1. Discuss progress on Research Project 1 and basic components of writing about literature.

Homework: Work on paper.

T. Sept. 28—**Exam 1.**

Homework: Finish Research Project 1. 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. **Note:** you will read and re-read these poems as we go through the class days below, more or less according to the literary period in question.

Unit Two—Lyric Poetry: A Brief Survey

Th. Sept. 30—Research Project 1 is due. Selection of poetry, group analyses. Discuss poetry analysis handout.

Homework: Continue reading poetry selections.

T. Oct. 5—Selection of poetry, group analyses.

Homework: Continue reading poetry selections.

Th. Oct. 7—Selection of poetry, group analyses.

Homework: Continue reading poetry selections. Read Purdue Owl on “Writing about Poetry.”

T. Oct. 12—Selection of poetry, group analyses. Discuss **Research Project Prompt 2**.

Homework: a) research the prompt elements that you plan to discuss in your paper; b) work on draft of your paper. **Be ready to discuss your progress next class.**

Th. Oct. 14—Review for Exam 2. Discuss progress on Research Project 2 and basic components of writing about poetry in particular.

Homework: Work on Research Project 2.

T. Oct. 19—Exam 2.

Homework: Work on Research Project 2.

Read *Antigone* (Norton).

Unit Three—Drama: Evolutions in Tragedy

Th. Oct. 21—Introduction to early drama and tragedy. Begin discussion of *Antigone*.

Homework: Finish Research Essay 2.

T. Oct. 26—Research Project 2 is due. Finish discussion of *Antigone*.

Homework: Read *Medea* (Norton).

Th. Oct. 28—Reading Day. Read *Medea*. Optional clips to watch: Youtube: “Bernadine’s Rage” from *Waiting to Exhale*, <https://www.youtube.com/watch?v=ZGwV4mrOCJo> (warning: language), and *Miscellaneous Myths: Medea*, https://www.youtube.com/watch?v=b7WH30_8vos.

T. Nov. 2—Begin discussion of *Medea*. Discuss **Research Project Prompt 3**.

Th. Nov. 4—Library Day. Begin reading and research for Research Project 3.

T. Nov. 9—Finish discussion of *Medea*.

Homework: Read *Everyman* (Norton). Also, work on draft of your paper. Be ready to discuss your progress next class.

Th. Nov. 11—Discuss progress on Research Project 3 and writing about drama. Begin discussion of Medieval drama and *Everyman*.

Homework: Begin reading *Hamlet* (Norton).

T. Nov. 16—Finish discussion of *Everyman*. Begin discussion of *Hamlet* and revenge tragedy.

Homework: Finish reading *Hamlet* (Norton).

Th. Nov. 18—Finish discussion of *Hamlet*. **Discuss and sign up for Presentations.**

Homework: Read *Rosencrantz & Guildenstern Are Dead*.

T. Nov. 23—Thanksgiving

Th. Nov. 25—Thanksgiving

T. Nov. 30— Discuss Theater of the Absurd and *Rosencrantz & Guildenstern Are Dead*.

Homework: Work on Research Project 3 and Presentations.

Th. Dec. 2—Presentations.

Homework: Work on Research Project 3 and Presentations.

T. Dec. 7—Presentations.

Homework: Work on Research Project 3 and Presentations.

Th. Dec. 9—Presentations. **Place your Presentation outline in Dropbox. Research Project 3 is also due.**

Final: Exam 3, Mon. Dec. 13, 12:30-3:30pm.