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English 2205.001: Introduction to Literary Study
Spring 2008

Instructor: David Raybin
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Electronic Mail: draybin@eiu.edu

Texts: Jane Austen, Persuasion
Joel Conarroe, ed., Six American Poets.
David H. Richter, ed., Falling into Theory: Conflicting Views on Reading Literature.
Pramoedya Ananta Toer, The Girl from the Coast

Schedule of Readings and Assignments

January
8: Introduction to the course
10: Why we read: Helen Vendler and Gerald Graff, Falling Into Theory, pp. 31-48
15: The Tempest, Act 1
17: The Tempest, Act 2
   Paper: a close analysis of a 25- to 50-line section in Act 2
22: The Tempest, Act 3
24: The Tempest, Act 4
29: The Tempest, Act 5

February
7: Paul Brown, “‘This Thing of Darkness I Acknowledge Mine’: The Tempest and the Discourse of Colonialism,” 205-29 [add. reading, Willis, pp. 256-68]
   [add. Reading, Loomba, 323-36]
   Paper: a discussion of the critical response you find most compelling
14: Emily Dickinson, Six American Poets
19: Emily Dickinson, Six American Poets
21: Langston Hughes, Six American Poets
26: Langston Hughes, Six American Poets
28: Paper: an explication of a poem by Hughes

March
4: William Carlos Williams, Six American Poets
6: William Carlos Williams, Six American Poets
11: Spring
13: Holiday
18: Persuasion, Chapters I-XIV, pp. 3-90
20: Persuasion, Chapters XV-XXIV, pp. 90-168
25: Persuasion, Preface, pp. ix-xiii; Backgrounds and Contexts, pp. 181-214; Chronology, p. 313
27: Persuasion, A. Walton Litz, pp. 217-23; Marilyn Butler, pp. 224-30; Robert Hopkins, pp. 265-74
April 1: The Original Ending of *Persuasion*, pp. 168-77
   **Paper:** a theoretically informed reading of a character or scene in *Persuasion*
3: Chaucer, *The Clerk's Tale*

8: *The Girl from the Coast*, Parts One and Two
10: *The Girl from the Coast*, Parts Three and Four

15: *The Girl from the Coast* and *The Clerk's Tale*
   **Paper:** a theorized comparison of passages in *The Girl from the Coast* and *The Clerk's Tale*
17: "Why We Read": *Falling Into Theory*, pp. 15-30

22: "What We Read": *Falling Into Theory*, pp. 121-36
24: "How We Read": *Falling Into Theory*, pp. 235-52

29: **Final Examination:** 8:00 a.m.-10:00 a.m.

**Course Requirements and Grading**

Final grades will be determined on a 100-point scale:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tr>
<td>Writing Assignments</td>
<td>60</td>
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<td>Final Exam</td>
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<td>Participation</td>
<td>10</td>
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Course Grade: 

- **A** = 91-100;
- **B** = 82-90.99;
- **C** = 73-81.99;
- **D** = 65-72.99;
- **F** = below 65

**Writing Assignments.** You will write five short papers (~2 pages each) exhibiting specific critical strategies. Grading will be based on what you have to say and how well you say it. Handouts will describe the assignments more fully.

**Final Exam.** A comprehensive test will encourage you to rethink, organize, and articulate your understanding of the various ways we approach literary texts.

**Participation.** This is not a lecture class. I expect you to show up for each class and offer sensible contributions to the classroom discussion.

**Course/University Policies**

**Typing.** Your papers must be typed (double-spaced with one-inch margins).

**Honor Policy.** Education depends on honesty. Should you cheat and I find out about it, you can expect to fail the course. The University may take additional action.

**Plagiarism.** If you use other people's words or ideas without citing your sources and indicating when you have quoted, you risk failing an assignment or even the course depending on how serious I deem the offense. If you are not sure what plagiarism is, or whether a particular use of language constitutes plagiarism, ask me before you turn in an assignment.

**Students with Disabilities.** "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."