

Fall 8-15-2011

ENG 2205-001: Introduction To Literary Studies

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Eastern Illinois University

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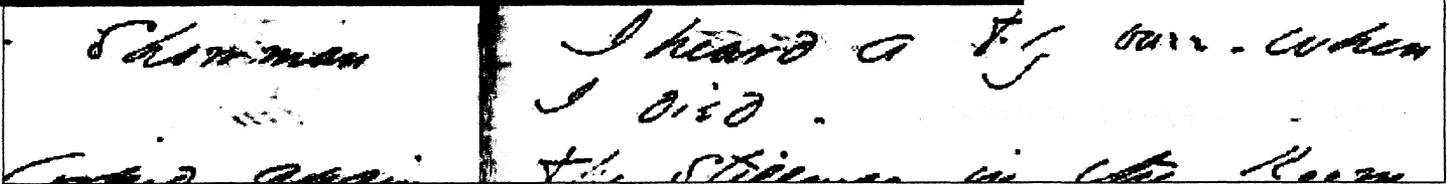


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Office Hours: M 9-10; M, W 11-12
T, R, 11-12 & by appointment

Course Description ~

This course is designed for students beginning the English major. We will consider together *what* it is that serious students of literature do, *how* we do what we do, and *why* we do literary studies at all.

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If you're just beginning the English major (which is exactly when you should take this course), you should expect the unexpected as you are introduced to some of the fundamental problems in literary studies—problems of textuality, interpretation, research, and context. Although you have taken “English” classes all your life, those classes weren’t designed for English majors. In courses in the major, professors will expect you to be prepared to use advanced interpretive strategies and research tools and techniques that go far beyond what we ask of general education (or high school) students. They will also hope that you will have your own understanding of why you approach literature the way that you do, and that you will be prepared to introduce different perspectives on literary studies in class discussion and in your essays.

Texts ~

- Henry James, *The Turn of the Screw*,
- Edith Wharton, *The House of Mirth*. 1905.
- *A New Handbook of Literary Terms*, ed. David Mikics.
- *The MLA Handbook for Writers of Research Papers*, 7/e. 2009.
- E-texts of Selected Prose Fiction and Poetry

Course Requirements ~

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|--------------------------------------|-----|
| • Essay #1 | 15% |
| • Essay #2 | 20% |
| • Exam #1 | 10% |
| • Exam #2 (cumulative) | 15% |
| • Short Writing, Quizzes, Blog posts | 15% |
| • Participation | 15% |
| • Ringuette Cup | 10% |

Course Format & Activities ~

This course is primarily a discussion-based course. As such, your success depends upon your active involvement in class discussion and your commitment to careful, close, and sustained reading. Your primary activity in class is twofold: to listen closely to the conversation and engage it actively. Outside of class, your primary activity is to read as much as possible and to prepare for class conversation—which may mean secondary research, looking up words or concepts, preparing response papers, or writing down thoughts and ideas (the latter is particularly good if you're shy about speaking in class). My primary job is to provoke you to do both activities well and to assess your progress.

Working with Other 2205 Sections ~

Our class will be coordinated this semester with the two other sections of Introduction to Literary Studies being offered by Professors Hanlon and Vietto, whose sections meet at the same time as ours. We regard this course as the one with the most potential to determine your success as an English major. More specifically, English 2205 is the course best positioned to help you transform yourself intellectually so that you may bring specialized skills to bear upon the work you'll undertake in current or future literature courses. As three different scholars and teachers with three different sets of ideas about literature, Professors Hanlon, Vietto, and I will lead our courses in somewhat different ways, reflecting our different critical and pedagogical commitments. Nonetheless—and this is what you want you to see—we share in common a set of foundational attitudes about professional literary study, and these attitudes have cohered in the syllabus you hold.

One reason this is important is that frequently over the course of the semester, all three sections will hold class together in plenary sessions in Doudna Lecture Hall. One hope we bring to these plenary sessions is that, in addition to providing a forum for the lively exchange of ideas, they will also help you to form a community along with your fellow beginning English majors, one based upon constant exchange, vigorous, friendly debate, and most of all a sense of shared endeavor. These are the people by whose side you are going to undertake a degree in English. Building a community on that basis means getting to know not only other people's faces and names, but also how they think, read, and develop over the next three years.

Participation ~

Your active participation is required. The focus of this course is on helping you understand the complexity of language and literary works. This requires practice--practice in writing, reading, and discussing. Your questions and insights are vital to the kind of intellectual community we're trying to foster in this course, and, besides regularly soliciting questions, I frequently call on students for input.

Brief Writings & Quizzes ~

On occasion, you will need to prepare brief writings for class, which are due in class on the assigned date. Such writings are usually related to the text we're reading but the tasks may vary. I usually collect these writings and assign a plus, check, or minus score (above average, average, below average). Although I expect you to communicate effectively in these writings, you should consider them relatively informal and an opportunity to take some intellectual risks.

You should also expect occasional reading quizzes. As with the brief writing assignments, these activities are designed to foster discussion and locate comprehension problems.

Blogging ~

Professors Hanlon, Vietto, and I have set up blogs for each section of English 2205 this semester, which each section will use on its own and, if schedules allow, in conjunction with the other two sections. The url for the blog is <http://2205rbeebe.wordpress.com/>. You will need to get in the habit of checking this blog regularly since I will ask you to make frequent postings over the reading material (which will need to be posted by 11:00 p.m. the night before class).

You should think of the blog as an extension of class discussion and, therefore, you should think hard about what you write as well as write carefully crafted postings. This means you've drafted and revised your comment and it's free of sloppy, unedited prose. I want to see you not only pushing yourself on what kinds of problems, challenges, connections, or ideas the texts provoke for you, but I also want to see evidence that you're putting effort into stating yourself extremely well. Please adhere to the conventions of standard written English, and make your entries cogent and clear, polite but honest. English majors are *always* the best writers on campus, because it's something we work at religiously. The blog is going to help you with that by keeping you to a regular schedule of working on your criticism skills.

The Close Reading Cooperative ~

Every student enrolled in English 2205 must subscribe to the Close Reading Cooperative, a podcast in literary studies produced here at Eastern in order to help you stay in practice with some of the nuts-and-bolts skills we'll build this semester. Practice makes perfect, and the CRC is intended to keep you in practice by pushing to your iPod, iPad, laptop, or other iTunes-equipped device a weekly lesson in literary analysis. You should watch, practice, and understand that we are going to hold you responsible for knowing the content of those podcasts. Instructions for subscribing to the Close Reading Cooperative appear on the English Department's website: <http://www.eiu.edu/~english/>.

Papers ~

Assignment Sheet: For each major project (there are three), I will hand out an assignment sheet, outlining the specific task(s) and due date. Your writing and thinking in these papers should be careful, substantial, and polished; therefore, you should plan on writing a first draft (which, if you're like me, are almost always weak in some way) so you can have an opportunity to revise.

Submitting Papers. Please observe the due dates for the two major essays--scheduled for October 12th and

November 18th. Unless otherwise indicated on the assignment sheet, shorter writing assignments or other work are due in class without exception. Unless you have made prior arrangements with me, you may **not** email me an assignment because you are not in class.

Late Papers. Major writing projects will be deducted one letter grade for each calendar day they are late. If you encounter unexpected difficulties in completing your work, please talk to me before the day the assignment is due.

Revision Policy. If you want to revise a writing project, you must get prior approval from me, which you need to do in person. It's best to do this in a conference so we can discuss your paper at length (if necessary). Any revisions (or conferences to revise) must be done within one week of receiving (from me) the graded paper.

Conferences ~

The reading and concepts for this course will be challenging at times. Therefore, it is important for you to come to my office and talk to me if you feel you need some extra help or if we didn't get a chance to discuss your particular concerns during class time. Also, feel free to talk with me about your writing projects. I will be happy to look over your work or help you brainstorm. No question is too small.

Attendance Policy ~

- You need to attend every class session. I abide by the University's definition of an excused absence, and I generally allow two unexcused absences—no questions asked. On the third absence—and for every absence thereafter—I will deduct 5% from your final grade.
- Six or more absences equate to an automatic "F" for the course.
- For any day that you are not in class, it is your responsibility to find out what was covered, new assignments given, changes in the syllabus, or any homework due for the next meeting. Unless the absence is excused, any homework due on a day you were absent may not be turned in late or made up.
- It is also your responsibility to provide the appropriate documentation to verify an excused absence, preferably within a week of the absence.
- Please **do not** email me to tell me you were not in class or why. This is best done in person either after the next class or during my office hours.

Academic Honesty ~

Students are of course responsible for knowing Eastern Illinois University's regulations and policies regarding academic honesty. Plagiarism, even if unknowing or accidental, can result in your failing the course and in further action by the university. Please note the English Department's statement on plagiarism. 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 own 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 assignments, of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office. If you have any questions about what constitutes plagiarism, feel free to ask me to clarify.

Computer & Classroom Etiquette~

You're welcome to bring your notebook computer to class. However, I ask that you observe common rules of etiquette and decorum when you use it. In brief, you may use it to take notes or complete an in-class writing activity. You may not use it for anything not directly related to class work. **Also, please turn off (or mute) cell phones.** Out of respect for the class and the integrity of class activities, absolutely no text messaging during class is allowed.

Electronic Writing Portfolio ~

This course is a writing-centered course and, as such, your papers satisfy the requirements for the Electronic Writing Portfolio. If you plan on using work from this course for your EWP, I ask that you complete this before the last two weeks of the semester.

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.

Reading Schedule ~

- E-Texts are available on course website: <http://www.ux1.eiu.edu/~rbeebe/>
- Print a copy of the e-texts , so you can annotate them and have them with you in class.
- Please bring all pertinent reading material to class.

**Why We Read & How:
Close Reading and Form**

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| Mon Aug 22 | Course Overview Introduction to close reading |
| Wed Aug 24 | Lakoff & Johnson, "Metaphors We Live By" (e-text) John Keats, "Bright Star" Claude McKay, "America" |
| Fri Aug 26 | Plenary Session Joint Meeting of all sections of English 2205 Doudna Lecture Hall |
| Mon Aug 29 | Cleanth Brooks, "The Heresy of Paraphrase" (e-text) e. e. cummings, "l(a)" |
| Wed Aug 31 | Shakespeare "Shall I compare thee to a summer's day?" Jim Harrison, "Larson's Holstein Bull" |
| Fri Sept 2 | Plenary, Doudna Lecture Hall Emily Dickinson, "Essential oils are wrung," "They shut me up in Prose," "Before I got my eye put out" |
| Mon Sept 5 | Labor Day -- No Class |
| Wed Sept 7 | Plenary, Doudna Lecture Hall |
| Fri Sept 9 | Post-Plenary Discussion William Wordsworth, "Surprised by Joy" |
| Mon Sept 12 | Tennyson, "The Lady of Shalott" |
| Wed Sept 14 | TBA |
| Fri Sept 16 | TBA |

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| | Mon Sept 19 | TBA | |
| "The Structure of Plot" | Wed Sept 21 | Freud, "The Method of Dream-Interpretation" (e-text) | |
| | Fri Sept 23 | Plenary, Doudna Lecture Hall Nathaniel Hawthorne, "Young Goodman Brown" (e-text) | |
| | Mon Sept 26 | Angela Carter, "The Snow Child" Edgar Allan Poe, "Ligeia" (e-text) | |
| | Wed Sept 28 | Monday's discussion continued | |
| | Fri Sept 30 | Plenary, Doudna Lecture Hall Hilary Mantel, "The Heart Stops Without Beating" (e-text) | |
| | Mon Oct 3 | Henry James, <i>The Turn of the Screw</i> , pp. 22-75 Begin Essay 1 | |
| | Wed Oct 5 | <i>The Turn of the Screw</i> , pp. 75-120 | |
| | Fri Oct 7 | Plenary, Doudna Lecture Hall | |
| | Mon Oct 10 | Post-Plenary Discussion Workshop on Essay 1 | |
| | Wed Oct 12 | Essay 1 Due | |
| | Fri Oct 14 | Fall Break -- No Class | |
| | Mon Oct 17 | Midterm Exam | |
| | "Always Historicize" | Wed Oct 19 | Edith Wharton, <i>The House of Mirth</i> , pp. 25-66 |
| | | Fri Oct 21 | Plenary, Doudna Lecture Hall (begin Essay 2) <i>House of Mirth</i> , pp. 66-118 |
| Mon Oct 24 | | <i>House of Mirth</i> , pp. 118-78 | |
| Wed Oct 26 | | <i>House of Mirth</i> , pp. 178-229 | |
| Fri Oct 28 | | <i>22nd Annual Literature Conference</i> | |

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| Mon Oct 31 | Plenary, Doudna Lecture Hall <i>House of Mirth</i> , pp. 229-305 |
| Wed Nov 2 | Plenary, Doudna Lecture Hall |
| Fri Nov 4 | Historicist Criticism Workshop |
| Mon Nov 7 | Historicist Criticism Workshop, continued |
| Wed Nov 9 | Historicist Criticism Workshop, continued |
| Fri Nov 11 | Plenary, Doudna Lecture Hall Workshop/Peer-Review of Essay 2 |
| Mon Nov 14 | Workshop |
| Wed Nov 16 | Workshop |
| Fri Nov 18 | Plenary, Doudna Lecture Hall Essay 2 Due (beginning of class) |
| Nov 21-25 | Thanksgiving Break |
| Mon Nov 28 | Ringuette Cup Discussion Literary Research (using databases, source study) |
| Wed Nov 30 | Ringuette Cup Review for Final Exam |
| Fri Dec 2 | TBA |
| Mon Dec 5 | TBA |
| Wed Dec 7 | Ringuette Cup Due Course Evaluations |
| Fri Dec 9 | Plenary, Doudna Lecture Hall |

Final Examination is on Tuesday, December 13, 10:15 - 12:15 p.m.

Coleman Hall 3150