

Fall 8-15-2010

ENG 2205-001: Intro to Literary Studies

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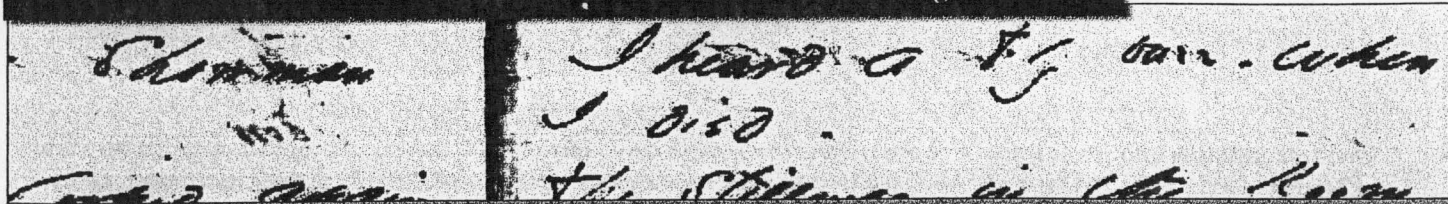
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fall 2010 ~ Intro to Literary Studies ~ english 2205



Professor R. Beebe
3841 Coleman Hall
rbeebe@eiu.edu

Department of English
Office Hours: T. R. 11-12:00 & 2-3:00
W. 9-10:30

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 ~

- Charles Brockden Brown, *Wieland*. 1798.
- Edith Wharton, *The House of Mirth*. 1905.
- Mary Shelley, *Frankenstein*. 1818.
- *The MLA Handbook for Writers of Research Papers*, 7/e. 2009.

Course Requirements ~

- | | |
|------------------------------------|-----|
| • Literary Puzzle (Research Paper) | 10% |
| • Interpretive Paper | 15% |
| • Final Paper | 20% |
| • Mid-term Exam | 10% |
| • Final Exam (cumulative) | 20% |
| • Blogs & Response Papers | 10% |
| • Participation | 15% |

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).

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 of 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 five times this semester, all three sections will hold class together in plenary session 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.

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 as well as in conjunction with the other two sections. The url for the blog is <http://rbeebe.wordpress.com/>. At times, I will ask you to make a blog entry on the reading material (which will need to be posted at least one hour prior to the beginning of class), since there may be occasion to make use of the blogs during class. At other times (when we are blogging with the other sections), you will either be making a "first response" (to which students from the other sections will respond) **OR** you will respond to one of the other sections. The reading schedule designates when these intra-section responses will take place.

For both of these types of blog entries, you should think hard about what you write, and not only because you are writing for an audience of about eighty people. 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. Major writing projects may be turned in to me (or in my mailbox) by 4:00 p.m. on the day they are due. I do this so you won't miss class because you are frantically typing your paper. Unless otherwise indicated on the assignment sheet, I prefer Minor writings assignments or other work is due in class without exception. Unless you have made prior arrangements with me (or have a valid excused absence), 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 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.

Please Note: Given the discussion-oriented nature of this course, there will likely be frequent modifications to our reading schedule. If you are absent, it is your responsibility to find out what was covered or whether any changes were made to the reading schedule, which you can do by either talking with a classmate or stopping by my office. I'll be more than happy to discuss what you may have missed and offer assistance. **But do not** email me to tell me you were absent or that you need to know what was covered.

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

Tue Aug 24	Course Overview Introduction to close reading: Understanding Metaphor
Thur Aug 26	Lakoff & Johnson, "Metaphors We Live By" (e-text) Sylvia Plath, "Metaphors," Wallace Stevens, "Motive for Metaphor" (handout)
Tue Aug 31	Cleanth Brooks, "The Heresy of Paraphrase" (e-text) Begin Project 1: Literary Puzzle (Due: Oct 7)

Thur Sept 2 First Plenary, Doudna Lecture Hall
Emily Dickinson poetry (handout)

Vietto's Class First Responders to Blog
Hanlon's & Beebe's Classes by Tue, Sept 7 (one hour prior to class)

Tue Sept 7 Discuss Plenary
Continue Discussion of Close Reading

The Text as Symptom: Psychoanalytic Reading

Thur Sept 9	Sigmund Freud, "The Method of Dream Interpretation" (e-text) Edgar Allen Poe, "Ligeia" (e-text)
Tue Sept 14	Freud and Poe continued

Thur Sept 16 Second Plenary, Doudna Lecture Hall
Nathaniel Hawthorne, "Young Goodman Brown" (e-text)

"Always Historicize"

Tue Sept 21	Discuss Plenary Reading Historically: Texts vs. Contexts
Thur Sept 23	Edith Wharton, <i>The House of Mirth</i> , pp. 25-107 Hanlon's Class First Responders to Blog Beebe's & Vietto's Classes by Tues, Sept 28 (one hour prior to class)

"Always Historicize"

Tue Sept 28 Edith Wharton, *The House of Mirth*, pp. 107-189
 Thorstein Veblen, from *The Theory of Economics*
Beebe's Class First Responders to Blog
Hanlon's & Vietto's Classes by Thurs, Sept 30 (one hour prior to class)

Thur Sept 30 Third Plenary, Doudna Lecture Hall
 Edith Wharton, *The House of Mirth*, pp. 189-284
Vietto's Class First Responders to Blog
Hanlon's & Beebe's Classes by Tues, Oct 5 (one hour prior to class)

Tue Oct 5 Edith Wharton, *The House of Mirth*, pp. 284-305
Hanlon's Class First Responders to Blog
Beebe's & Vietto's Classes by Thurs, Oct 7 (one hour prior to class)

Thur Oct 7 TBA
 Project 1 (Literary Puzzle) Due by 4:00 p.m.

Tue Oct 12 Mid-Term Exam

Thur Oct 14 TBA
 Begin Project 2: Interpretive Paper **(Due: Nov 2)**

Wieland

Tue Oct 19 Charles Brockden Brown, *Wieland*, pp. 3-69
Beebe's Class First Responders to Blog
Hanlon's & Vietto's Classes by Thurs, Oct 21 (one hour prior to class)

Thur Oct 21 Charles Brockden Brown, *Wieland*, pp. 70-136
Vietto's Class First Responders to Blog
Beebe's & Hanlon's Classes by Tue, Oct 26 (one hour prior to class)

Tue Oct 26 Charles Brockden Brown, *Wieland*, pp. 137-197
Hanlon's Class First Responders to Blog
Beebe's & Vietto's Classes by Thurs, Oct 28 (one hour prior to class)

Thur Oct 28 Fourth Plenary, Doudna Lecture Hall
 Brown, *Wieland*, pp. 198-278
Beebe's Class First Responders to Blog
Hanlon's & Vietto's Classes by Tues, Nov 2 (one hour prior to class)

Frankenstein

Tue Nov 2	<i>The Federalist</i> #10 Edmund Burke, from <i>Reflections on the Revolution in France</i> Thomas Paine, <i>The Rights of Man</i> Project 2 Due
Thur Nov 4	Mary Shelley, <i>Frankenstein</i> , pp. 19-71 Vietto's Class First Responders to Blog Hanlon's & Beebe's Classes by Tues, Nov 9 (one hour prior to class)
Tue Nov 9	Mary Shelley, <i>Frankenstein</i> , pp. 71-128 Hanlon's Class First Responders to Blog Beebe's & Vietto's Classes by Thur, Nov 11 (one hour prior to class)
Thur Nov 11	Fifth Plenary, Doudna Lecture Hall Mary Shelley, <i>Frankenstein</i> , pp. 128-159 Beebe's Class First Responders to Blog Hanlon's & Vietto's Classes by Tues, Nov 16 (one hour prior to class)
Tue Nov 16	Mary Shelley, <i>Frankenstein</i> , pp. 159-189 Vietto's Class First Responders to Blog Hanlon's & Beebe's Classes by Thur Nov 18 (one hour prior to class)
Thur Nov 18	Begin Project 3: Final Paper (Due: Thur Dec 9) Conclude <i>Frankenstein</i>
Thanksgiving Break	
Tue Nov 30	G. Graff, "Disliking Books at an Early Age"
Thur Dec 2	Writing Workshop Bring Draft of Introduction to Class & Preliminary Bibliography
Tue Dec 7	No Class -- Writing Conferences
Thur Dec 9	Course Wrap Up Final Project Due

Final Examination is on Wednesday, December 18, 8:00 - 10:00 a.m.