

Fall 8-15-2017

# ENG 5000 001: Introduction to Methods in English Studies

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## Recommended Citation

Bredesen, Dagni, "ENG 5000 001: Introduction to Methods in English Studies" (2017). *Fall 2017*. 72.  
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**English 5000: Introduction to Methods and Issues in English Studies** CRN 90361 ♦ **Fall 2017** ♦ **7-9:30 pm M** in CH 3159  
**Dr. Dagni Bredesen** ♦ **Office: CH 3751** ♦ **Office Hours: M 3:30-4:30pm; T/TR 10:30-12 noon; or by appointment**

**Course Description:** What do creative and business writers, English and composition teachers, and literary scholars have in common? They need to know from where they have come and where they are going. This course introduces the history of literary studies (and English departments), research methods, and current issues in literary and composition studies. The theoretical and practical approaches covered in this course will help you think like a literary critic; see like a writer; perform like a professional academic.

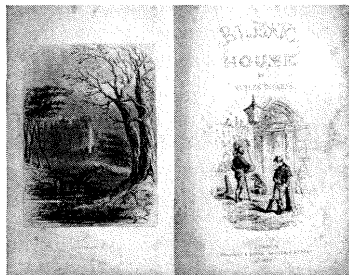
### Course Objectives:

- 1)** Participants will be able to identify, critique, and apply several different theoretical approaches to reading primary 19<sup>th</sup>— and 21<sup>st</sup>—century texts, to their analysis of secondary scholarship, in their research, writing, and in class discussions. These approaches will include historicist, cultural studies, feminist, Marxist, postcolonialist, and narratological, among others.
- 2)** Course Participants will gain experience as emerging professionals in English studies. This expertise will include understanding the historical backgrounds and developments in different areas of the field as well as grasping and contributing to classroom and wider academic conversations.
- 3)** Students will gain expertise in sharing intellectual work in multiple presentation formats in class, in a public forum (the symposium), online and on paper.

### Course Expectations:

Success in this class depends on your commitment to your intellectual growth and professionalism. This means attendance is mandatory—missing one class is missing an entire week. That said, emergencies do crop up in which case you will need to proactively seek to get caught up by conversations with other class members and with Dr. Bredesen. Punctuality and preparedness—getting to class on time (causing minimal disturbance if you are late) and once present contributing to the seminar discussions, responding to your peers’ as well as the instructor’s comments because you have carefully read and considered the readings and ideas scheduled for that class.

### Texts:



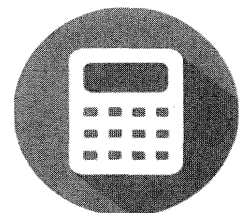
Culler, Jonathan. *Literary Theory: A Very Short Introduction*.  
 Dickens, Charles. *Bleak House*.  
 Lakoff, George and Mark Johnson. *Metaphors We Live By*.  
 Smith, Zadie. *White Teeth*.  
 Selected readings distributed either in class or on d2L.

### Grade Distribution:

BH Worksheet/Handout	5%
In-class Presentation	5%
Mini-essay and in-class delivery	5%
Facilitation with Team prep & reflection	15%
Lightning Talk and Zotero Bibliography	10%
Participation/quizzes/inclass writing	15%

### Final Project:

Proposal	5%
Annotated Bibliography	10%
Symposium Paper/Presentation	15%
Expanded short article length (4000 words) or agreed on equivalent.	15%



**STUDENTS WITH DOCUMENTED DISABILITIES:** If you have a documented disability and wish to receive academic accommodation, please note that arrangements must be made through the Office of Disability Services; you should, therefore, contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

CLASS SCHEDULE: READINGS, TOPICS, ASSIGNMENTS and VISITING SCHOLARS/EXPERTS

DATE	READINGS/ *DUE DATES	ACTIVITY/Assignment
<b>AUGUST</b>		
21	<p><b>Read for 08/28:</b> <i>Bleak House</i> (BH) chapters II-XX;</p> <p>Lakoff/Johnson's <i>Metaphors we Live By</i> (MWLB) ch 1-8;</p> <p>Culler Preface and Ch 1 "What is Theory?" and ch 2 "What is Literature and Does it Matter?"</p>	<p><b>Activity:</b> Introductions/ <i>Bleak House</i> and Lakoff exercise</p> <p><b>Assignment:</b> Create a worksheet—<i>must be posted on D2L by Sunday August 27<sup>th</sup>, 11:59pm</i>—that 1) <b>Includes an image that you think characterizes this chapter</b> (painting, photograph, object, or graphic illustration; 2) <b>summarizes</b> briefly in 100 words or less what happens in your assigned chapter; 3) <b>identifies</b> the narrator of your chapter and <b>explains</b> what is distinctive about the voice in relation to the story being told (also in 100 words); 4) <b>applies</b> Lakoff and Johnson/MWLB and <b>selects and unpacks</b> (metaphor!) two uses of metaphor and at least one use of metonymy (MWLB ch 8). (10%)</p>
28	<p><b>Read for 09/11:</b> BH ch XXI-XXXIX, MWLB 9-16, as well as</p> <p>Culler ch 4 "Language, Meaning, and Interpretation" and ch 5 "Rhetoric, Poetics and Poetry."</p>	<p>Visiting Scholar: Dr. Angela Vietto History of English Studies at EIU</p> <p>3" minute presentations/round robin in CH classroom using D2L. Presenter 2 will find a point(s) of connection between the previous presenter's material and their own not just read what is on their handout; presenter 3 will do the same for presenter 2, etc. Presenter 1 will then comment on the final presentation. We will be using a timer and will be docked points if over time. (5%)</p> <p>Discussion: Process and content. Culler chapters and...?</p> <p><b>Assignment due 09/10 by 11:59pm Mini-essay 1</b> focused on the question "How might theory as described (you can choose something specific) by Culler help me think about <i>Bleak House</i> (1 paragraph), one or more of my other courses (1-2 paragraphs), and the work I do (1 paragraph)?" You will gain points if you do not go over or much under one page. (5%)</p>
<b>SEPTEMBER</b>		
4	<b>Labor Day—No Class</b>	
11	<p><b>For 09/18</b></p> <p>Read BH XL-LIII; MWLB 9-16; Culler ch 3: "Literature and Cultural Studies"</p>	<p><b>Visiting Scholar:</b> Dr. Daiva Markelis</p> <p>Thinking and Writing with Lakoff</p> <p>Read mini-essay aloud</p> <p>Discuss BH ch XL-LV, MWLB 9-16, and Culler ch 4</p>
18	<p><b>For 09/25</b></p> <p>Finish Reading BH (ch LIV-LXVII)</p> <p><i>Ruth the Betrayer, or the Female Spy</i> pp 1-20 in original, Bredesen introduction.</p>	<p><b>Team One:</b> facilitates discussion of chapters XL-LIII during first hour of class. Must submit lesson plan/objectives for discussion by Sunday 09/17 11:59pm (Facilitation 10%/ Post-mortem Analysis due the following Wed 09/20 by 11:59 pm 5%). Note: <i>Discussion Facilitators will also determine participation grade for their session</i> for a total of 5%.</p> <p>Dr. Bredesen: Culler on "Literature and Cultural Studies"</p> <p>Mrs. Bucket and her daughters (with hand outs).</p>
25	<p><b>For 10/02:</b> Cool s@#! I've found</p> <p>Prepare Lightening Talks and Submit Zotero bibliography</p>	<p><b>Team Two:</b> Facilitates discussion on closure in <i>Bleak House</i>, first 50". See grade schema for Team one. Submit team proposal by Sunday 09/24 11:59pm. Postmortem and class grade by Wednesday, Sept 27<sup>th</sup>.</p> <p>8-9:30pm Dr. Newton Key/Research Tools/Big Data CH 2691</p>

<b>OCTOBER</b>		
2	<b>For 10/09: Catch up reading.</b>	Workshop: Applying for Conferences and What to do once you get there. Dr. Suzie Park and Dr. Julie Campbell.  Lightening Talks and Zotero Bibliography (10%)
9	<b>For 10/16:</b> Caroline Levine's <i>Forms: Whole Rhythm, Hierarchy, Network</i> (Preface and Introduction).	<b>Guest:</b> Angela Scalpello—" 'Fortune favors the prepared': How to launch yourself effectively in any career."
16	<b>For 10/23</b> Read Zadie Smith's <i>White Teeth</i> Ch 1-5 "Archie 1974, 1945" Culler ch 6 "Narrative" and 8 "Identity, Identification, and the Subject."	Discussion of <i>Bleak House</i> revisited by way of Caroline Levine's <i>Forms</i> . Bring both <i>Bleak House</i> and <i>White Teeth</i> to class. Intro to <i>White Teeth</i>
23	<b>For 10/30</b> <i>WT</i> ch 6-10 "Samad 1984, 1857" and Culler ch 7 "Performative Language."	<b>Visiting Scholar:</b> Alamgir Hossain (graduate of EIU's English MA program and currently PHD student at UIUC)
30	<b>For 11/06</b> <i>WT</i> ch 11-15 "Irie 1990, 1907" Culler "Appendix: Theoretical Schools and Movements."	<b>Team Three:</b> facilitates discussion on <i>White Teeth</i> by way of Culler ch 6 OR 7 (or both if you have a good plan!). (Must submit lesson plan for facilitation by Sunday 10/29 11:59pm and Postmortem analysis with class participation grade by Wed 10/31 11:59pm).
<b>NOVEMBER</b>		
6	<b>For 11/13</b> <i>WT</i> ch 16-20 "Magid, Millat, and Marcus 1992, 1999."	<b>Team Four:</b> Facilitates discussion of <i>WT</i> by way of Culler's Theoretical Schools and Movements. Submit lesson plan by Sunday, 11/06 11:59pm.  Complete discussion of <i>White Teeth</i> .  Symposium Paper Proposal Due: 300 words (5%)
13	<b>For 11/27:</b> 3 pages of your symposium paper due. Counts towards Participation.	Workshop with Anne Thibault, Theatre Arts "Communicating Your Passion in the Classroom, Online, and in the World" (Doudna, location TBD).  Annotated Bibliography due (10%)
20	<b>THANKSGIVING WEEK</b>	<b>NO CLASS</b>
27	<b>Due 12/03</b> <b>Complete Symposium Paper/Presentation due (15%)</b>	Tara Gray's <i>Publish and Flourish</i> Key Sentence Workshop
<b>DECEMBER</b>		
4		Symposium: Panels 1 and 2
11		Symposium: Panels 3 and 4
14		Final 12-15pp essay (or approved equivalent) due 11:59pm.