Summer 6-15-2022

ENG 5000-600: Introduction to Methods and Issues in English Studies

Suzie Park
Eastern Illinois University

Follow this and additional works at: https://thekeep.eiu.edu/english_syllabi_fall2022

Part of the English Language and Literature Commons

Dr. Suzie Park
email: sapark@eiu.edu / conferences by appointment / offices: 3030 Coleman and 1010 Old Main

Welcome to Tiny Things!

Method
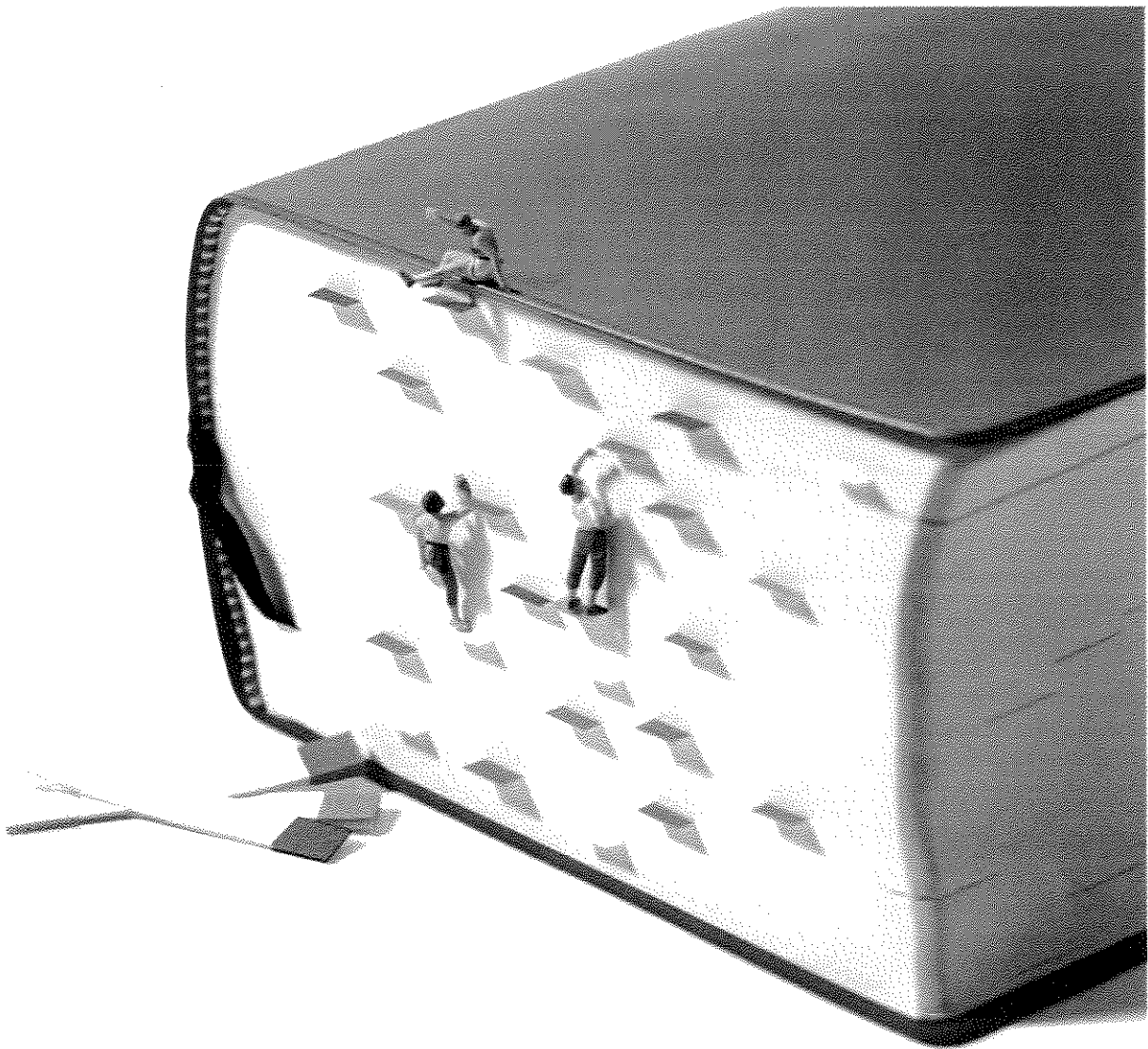
5.25 wed

MINIATURE CALENDAR www.miniature-calendar.com

See miniature photographic artist Tatsuya Tanaka's www.miniature-calendar.com.

Getting Started

Please read carefully through this Course Overview. Here, I will introduce the following:

1) purpose and structure of the course
2) netiquette
3) course policies
4) minimum technology requirements
5) minimum technical skills
6) prerequisite knowledge
7) information about the instructor
8) assignment asking you to introduce yourself
9) sign up for two D2L discussion posts: critical summary essay and "word" essay
10) get to know the EIU English MA program

The remainder of the course syllabus will explain the learning objectives, assessment (or grading policy), instructional materials, learning activities, course technology, and learner support resources.

1. Purpose and Structure of the Course

English 5000: Introduction to Methods and Issues in English Studies will be entirely taught and experienced online over the span of fifteen weeks, August 22 – December 9, 2022.

Graduate Course Catalog Description
ENG 5000: Introduction to Methods and Issues in English Studies
An introduction to critical approaches, research methods, and current issues in English studies.

COURSE DESCRIPTION

This course focuses on introducing graduate students to the delicate and complex business of reading closely, writing well, and conducting critical inquiry. Based broadly in the study of narrative, the course will introduce students to the basic tools for discourse analysis at the graduate level. However, since the course introduces new ways of looking at textual objects through major theoretical approaches, it will also introduce new ways of looking at objects in all of their objecthood—especially their *tiny* objecthood. That is, some of the most interesting theoretical approaches to texts encourage a fresh look at texts and objects—and even human beings—as themselves equally observant, equally meaningful. We will gauge the strange, uncanny relationship between the human, the thing, and the literary. What makes a thing seem human, and a human seem like a thing? How does literature capture this bizarre blurring? Through a study of Kazuo Ishiguro (*Never Let Me Go*), Tom McCarthy (*Remainder*), Hergé (*Adventures of Tintin* comics), and Mary Norton (*The Borrowers*), we will trace the connections between imagining and narrating the inner lives of people and things, and treating people and things accordingly. If it is no coincidence that narratives of all sorts have one thing in common—that they must center on a person, or a thing that shows the features of a person—the questions still remains: what does it mean to have a story to tell?

2. Netiquette

Please see EIU's Online Learning Netiquette Guide: In an online course, most communication is done through written messages either in private posts or public discussions. It is important that students in online courses be especially sensitive to how messages and sentiment are communicated and received.

3. Course Policies

Late Policy
Essays are due at the specified time. Late essays will be marked a full grade lower for every day late. Essays turned in a week past the deadline will be given a "zero."

Essay Policy
Your paper should include page numbers. **Format: 12-point Times New Roman font, double-spaced, with one-inch margins.** Always submit your papers using correct MLA (Modern Language Association) format.

Email Policy
I will try to respond to all emails to sapark@eiu.edu within 24 hours of receipt. Please use a descriptive subject line ("question about primary sources," etc.), a proper salutation ("Dear Dr. Park"), and a proper closing ("Best, Frankie Avalon," "Thank You, Marilyn Manson"). Email professionalism is very important.

UNIVERSITY-WIDE POLICIES:
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. (My policy: **Plagiarism will not be tolerated and will result in a failing grade on the assignment, if not for the course.**)

Students with disabilities
If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by McAfee Gym, Room 1210, or call 217-581-6583 to make an appointment.

The Student Success Center
Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test 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 to McAfee Gym, Room 1301.

EIU Graduate Learning Goals (https://www.eiu.edu/gradassess/learning_goals.php)

- **A depth of content knowledge.** The depth of content knowledge can include program learning objectives related specifically to the knowledge base as defined by the discipline; specific skill sets in the areas of technology, leadership, management, or laboratory procedures; application of theory into practice; and/or competency as a performer, educator, artist, or conductor

- **Critical thinking and problem-solving skills.** Critical thinking and problem solving can be assessed through various class assignments including laboratory procedures and reports; application of case studies and other simulated situations; and evaluations of health/medical status as well as by performance on the program's comprehensive knowledge component.
- **Effective oral and written communication skills.** Oral and written communication skills typically are assessed throughout the students' degree program. Regular course assignments, including position papers, lab reports, research reviews, technical presentations, debates, and facilitated discussions as well as performance as a graduate assistant, if appropriate, can be utilized.
- **Evidence of advanced scholarship through research and/or creative activity.** Advanced scholarship through research and creative activity is a critical component of all graduate degree programs. Evidence of scholarly activity might include formulating, conducting, and presenting original research, critically reviewing and synthesizing existing research, designing artwork or other creative works and composing a musical piece.
- **Ethical and professional responsibility** is an important component of graduate-level training and may include awareness of specific codes of ethics in a discipline, integrity in scholarship and research practices, professional disposition, respect and value for diversity and inclusion, and a commitment to respectful and responsible discourses within and beyond a discipline.

4. Minimum Technology Requirements

In order to take this online course, you will need a reliable internet connection, a computer, access to D2L (Desire to Learn) and Adobe Acrobat Reader (https://get.adobe.com/reader/). You may want to watch a D2L tutorial (https://www.youtube.com/watch?v=wtAqQI4q_DY) and read the D2L quick guide (https://online.eiu.edu/d2l/home/6909).

5. Minimum Technical Skills

You will need to know how to establish a reliable internet connection, access and navigate D2L (Desire to Learn), and open pdfs with Adobe Acrobat Reader. For class discussions and conferences, you will need to learn how to use Zoom. You can also find several resources and instructions for using D2L at https://www.eiu.edu/d2lsolutions/index.php.

6. Prerequisite Knowledge

This course is designed for graduate students and advanced undergraduates who are eager to learn about more sophisticated reading and writing practices. No previous knowledge of literary theory or scholarship in English studies is required.

7. Information about the Instructor

Here is some rather formal information about me (Dr. Suzie Park) on EIU's website. I'm a British Romanticist by trade (think William Wordsworth and Jane Austen, all in one big canonical breath), but I have an abiding interest in literary theory, miniatures, information culture, the medical humanities, and the slow burn of literature and its philosophical contemplations of death.

8. Your First Assignment: Introduce Yourself to the Class!

For your very first assignment, you will introduce yourself to our class. **Instructions:**

Step 1: Log onto EIU's D2L website for this class: https://online.eiu.edu/d2l/home. Under the "Communication" drop-down menu (in the middle of the navigation bar at the top of the page), click the "Discussions" tab (third item down).

Step 2: Under the **FORUM** labeled "Self-Introductions," add a **NEW TOPIC** and label it: [your name: self-introduction]. I've included mine: Suzie Park: Self-introduction.

Post a **two-paragraph-long brief introduction** of yourself. This should include your name (and any nicknames), academic history (major and/or minor, favored courses), professional pursuits (current and future), and reasons for studying English at the graduate level. If you so desire, you may add a picture or short video of yourself, using the camera on your phone or computer. You could, for example, describe what you think "literature" means, or how your understanding of "literature" has transformed over the years.

---

9. Sign up for two D2L discussion posts: critical summary essay and "word" essay

---

10. Get to know the EIU English MA program

You will want to familiarize yourself with the MA English Program D2L page: https://online.eiu.edu/d2l/home/164185

As a new MA English student, you will need to make an "initial portfolio": https://online.eiu.edu/d2l/le/lessons/164185/topics/2260268

Learning Objectives

The primary aim of this course is to introduce you—through reading, writing, and discussion—to the field of graduate English studies. In this course, I expect that you will:

- navigate a wide range of English research methodologies

- familiarize yourself with theoretical schools of thought

- communicate effectively in writing and speech

- reflect upon your own beliefs and consider the viewpoints of others

- economically incorporate and correctly document sources of ideas

Assessment

Your course grade will be calculated out of a total of 1000 points. Thus each percentage point for the class is equal to 10 points. You may find your grades and instructor's feedback on D2L for all assignments, except for Participation in Seminar Discussion, which is ongoing.

Here is the grade breakdown by assignment:

"Word" Essay (100 points or 10% of total course grade)

Critical Summary Essay (100 points or 10%)

Regular Participation in Seminar Discussion (300 points or 30%):

A holistic score for a *minimum of ten Responses to Discussion Posts* (5 Responses in each essay category, 200 points or 20%)

--and--

A holistic score for further Discussion Posts about and Responses to the instructors' course materials and Responses to students' Proposal Abstracts (100 points or 10%)

Proposal Abstract for Final Essay (100 points or 10%)

Final Essay (400 points or 40%)

Here is the link to the grading rubric for this course that will open in D2L.

The grading scale is as follows:
90 - 100% = A
80 - 89.9% = B
70 - 79.9% = C
60 - 69.9% = D
0 - 59.9% = F

Grading Time Frame

I will try my very best to respond to and grade your shorter writing assignments and proposal abstract within the following time frame: 3 days (ideally) to 6 days.

Instructional Materials

The materials we will use in this course are available as books sent to you by Textbook Rental and as pdfs on D2L. The pdfs are of critical and theoretical essays, assignment sheets, and handouts.

Required Texts

Berger, John. *Ways of Seeing*. Penguin, 1972.
Bogost, Ian. *Alien Phenomenology, or What It's Like to Be a Thing*. U Minnesota P, 2012.
Hergé. *The Adventures of Tintin: The Castafiore Emerald*. 1963. Little, Brown and Company, 1975.
Ishiguro, Kazuo. *Never Let Me Go*. Vintage, 2006.
McCarthy, Tom. *Remainder*. Vintage, 2005.
McCarthy, Tom. *Tintin and the Secret of Literature*. Counterpoint, 2008.
Mikics, David. *A New Handbook of Literary Terms*. Yale UP, 2010.
Norton, Mary. *The Borrowers*. Houghton Mifflin Harcourt, 1953.

Learner Activities, Learner Interaction, and Course Technology

This is a graduate-level seminar for which **class discussion will be vital** to developing a greater understanding of the primary texts and the critical texts. To make discussion possible in an online setting, you will write two formal essays and then convert each of these essays into less formal versions (Discussion Posts) for sharing with our class on D2L. You will not only create two Discussion Posts on our site, but also write several Responses to Discussion Posts on a regular basis. Everyone will **write at least ten Posts/Responses** (five Responses to others' Discussion Posts under each of the essay categories: word essay and critical summary; and further Discussion Posts about and Responses to the instructors' course materials and Responses to students' Abstract Proposals).

Sign-up sheet for assignments posted online:
You will be required to sign up for a "word" essay and a critical summary on a google doc.

You must sign up for one of both of these assignments over two different weeks. Choose wisely and keep track of your chosen weeks. **Be careful not to erase or overwrite another student's name on the sign-up sheet.** See the accompanying instructions (including due dates and format requirements) for each type of online assignment.

For class discussions and conferences:
We will use Zoom to conduct individual conferences and online discussions. The button for "Zoom" is located on the right side in the top navigation bar of our D2L class page.

For lectures (General Discussion Posts) related to course materials:
Using D2L, you will access my (mostly written) lectures. You will also access through D2L assigned readings, links to multimedia, discussion threads, other written assignments, rubrics, and an electronic drop box.

Technical Assistance
Help with technical support on D2L: https://www.eiu.edu/d2lsolutions/index.php
Call 217-581-4357 or email support@eiu.edu

Plagiarism
Plagiarism will result in a failing grade on the assignment, if not the course. Don't do it.

Dr. Park
English 5000: Tiny Things
Fall 2022
Sign-up sheet for assignments posted online

Instructions:
- Sign up for one "word" essay and one critical summary essay. You must sign up for one of both of these assignment types over **two different weeks**. Choose wisely and keep track of your chosen weeks.
- See the accompanying instructions (including due dates and format requirements) for each type of online assignment.
- When you respond to Discussion Posts, please make a point to delete previous messages that will be included by default below your new message. This clutters up our Discussion threads, so I would be grateful for your attentiveness in this respect.
- Be careful not to overwrite another student's name.
- If you have already read a critical text, please do not choose it to summarize.

Each writing assignment is due by 9:00pm Tuesday on D2L.
Each response to your peers is due by 11:00pm the following Monday on D2L.

week: due date (Tuesday by 9pm on D2L)	critical summary of...	critical summary	"word" essay on...	"word" essay
Week 2: **8/30/22**	1. J. Hillis Miller: "Narrative" (H = handout) 2. Colleen Hochberger: "Why Are Miniatures So Creepy?" (H)	1._____ 2._____	Kazuo Ishiguro, *Never Let Me Go*, Part I, Ch. 1-6 (pp. 3-76)	1._____ 2._____
Week 3: **9/6**	3. Alex Woloch: "Two Kinds of Minorness," extract from *The One vs. the Many* (H)	3. _____	Kazuo Ishiguro, *Never Let Me Go*, Part I, Ch. 7-9 (pp. 77-111)	3._____

Week 4: 9/13	4. Bruce Robbins: "Cruelty Is Bad: Banality and Proximity in *Never Let Me Go*" (H)	4. _____ 5. _____	Kazuo Ishiguro, *Never Let Me Go*, Part II, Ch. 10-17 (pp. 115-203)	4. _____ 5. _____
Week 5: 9/20	6. Noël Valis: "Collecting, the Rescue of Things, and the Human" (H)	6. _____ 7. _____	Kazuo Ishiguro, *Never Let Me Go*, Part III, Ch. 18-23 (pp. 207-288)	6. _____ 7. _____
Week 6: 9/27	8. Tom McCarthy: Chapter 1: *Tintin and the Secret of Literature* (textbook, pp. 1-33)	8. _____ 9. _____	Tom McCarthy, *Remainder*, Ch. 1-3 (pp. 3-60)	8. _____ 9. _____
Week 7: 10/4	10. Tom McCarthy: Chapter 3: *Tintin* (pp. 61-91) 11. Chapter 4: *Tintin* (pp. 92-116)	10. _____ 11. _____	10. Tom McCarthy, *Remainder*, Ch. 4-6 (pp. 61-109) 11. Hergé, *The Adventures of Tintin: The Castafiore Emerald* (pp. 1-40)	10. _____ 11. _____
Week 8: 10/11	Visiting Scholar: Dr. Douglas Wharram, Professor of Linguistics READING TBA	NO SIGN-UPS THIS WEEK Participate in the English Research Seminar events!	12. Tom McCarthy, *Remainder*, Ch. 7-10 (pp. 111-184) 13. Hergé, *The Castafiore*	NO SIGN-UPS THIS WEEK Participate in the English Research Seminar events!

			Emerald (pp. 41-62)	
Week 9: **10/18**	12. Bill Brown: "Thing Theory" (H) 13. John Plotz: "Can the Sofa Speak?" (H)	12. _____ 13. _____	Tom McCarthy, *Remainder*, Ch. 11-13 (pp. 185-243)	12. _____ 13. _____
Week 10: **10/25**	14. Ian Bogost: Ch. 1, *Alien Phenomenology* (textbook, pp. 1-34) 15. Ian Bogost: Ch. 3 (pp. 61-84)	14. _____ 15. _____	Tom McCarthy, *Remainder*, Ch. 14-16 (pp. 245-308)	14. _____ 15. _____
Week 11: **11/1**	16. Sianne Ngai: "The Cuteness of the Avant-Garde" (H)	16. _____ 17. _____	Mary Norton, *The Borrowers* Ch. 1-7 (pp. 3-63)	16. _____ 17. _____
Week 12: **11/8** ELECTION DAY	START WORK ON FINAL PAPER		Mary Norton, *The Borrowers*, Ch. 8-20 (pp. 64-180)	
Week 13: **11/15** 11/21-11/25 Thanksgiving	Individual conferences with Dr. Park			
Week 14 and Week 15	FINISH FINAL PAPER			