

Fall 8-15-2007

ENG 2205-003: Introduction to Literary Studies

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English 2205.003: Introduction to Literary Study
Fall 2007

Instructor: **David Raybin**

Office: **3761 [324] Coleman Hall**

Office Hours: **Tu** 9:30-11; **W** 9:00-12:00 (and by appointment)

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Texts: Jane Austen, *Persuasion*

Geoffrey Chaucer, *The Canterbury Tales* (trans. Coghill)

Joel Conarroe, ed., *Six American Poets*.

David H. Richter, ed., *Falling into Theory: Conflicting Views on Reading Literature*.

William Shakespeare, *Hamlet: A Case Study in Critical Controversy* (ed. Susanne L. Wofford)

Pramoedya Ananta Toer, *The Girl from the Coast*

Schedule of Readings and Assignments

- | | |
|-----------|---|
| August | 22: Introduction to the course
Why We Read: Helen Vendler and Gerald Graff, <i>Falling Into Theory</i> , pp. 31-48

29: <i>Hamlet</i> , Introduction: Biographical and Historical Contexts, pp. 3-26, and Note on the Text, pp. 154-56
<i>Hamlet</i> , Act 1 |
| September | 5: <i>Hamlet</i> , Acts 2 and 3
Writing Assignment: a close analysis of 50-75 lines in Act 2

12: <i>Hamlet</i> , Acts 4 and 5
A Critical History of <i>Hamlet</i> , pp. 181-207

19: Psychoanalytic Criticism and <i>Hamlet</i> , pp. 241-82
Paper: a comprehensive outline of Janet Adelman's essay

26: Marxist Criticism and <i>Hamlet</i> , pp. 332-67
The New Historicism and <i>Hamlet</i> , pp. 368-402 |
| October | 3: Emily Dickinson, <i>Six American Poets</i>

10: Langston Hughes, <i>Six American Poets</i>
Paper: an explication of a poem by Hughes

17: William Carlos Williams, <i>Six American Poets</i>

24: Austen, <i>Persuasion</i>

31: <i>Persuasion</i> , Background: Preface, pp. ix-xiii; Backgrounds and Contexts, pp. 181-214; Jane Austen: A Chronology, p. 313
Critical Response: A. Walton Litz, pp. 217-23; Marilyn Butler, pp. 224-30; Robert Hopkins, pp. 265-74 |
| November | 7: The Original Ending of <i>Persuasion</i> , pp. 168-77
Paper: a theoretically informed reading of a character or scene in <i>Persuasion</i>
Chaucer, <i>The Clerk's Tale</i>

14: Toer, <i>The Girl from the Coast</i>

21: Thanksgiving Holiday |

November 28: *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*

December 5: "Why We Read": *Falling Into Theory*, pp. 15-30
"What We Read": *Falling Into Theory*, pp. 121-36
"How We Read": *Falling Into Theory*, pp. 235-52

12: Final Examination

Course Requirements and Grading

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

Writing Assignments	60 points
Final Exam	30 points
Participation	10 points

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 four short papers and one comprehensive outline (~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 every 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."

Course Description

We read for the sheer pleasure of it. One *studies* literature for a variety of reasons: to read more skillfully; to learn how writers work and books are created; to sharpen one's intellect; to make better sense of the factors underlying one's response to a text; to understand how a fictional creation can move one's mind and heart. This course will introduce the questions trained readers ask of books and the kinds of answers that have been offered through the years. The intent is that students leave the course prepared to approach their future literary study with increased critical acumen, greater cultural sophistication, enhanced skill in communicating their understanding, and a heightened appreciation of particular works in poetry, drama, and prose. Writing assignments include four short papers, an outline, and a final exam. Students are expected to participate fully in classroom discussion.