

Eastern Illinois University

The Keep

---

Fall 2020

2020

---

Fall 2-23-2021

## ENG 5000-001: Introduction to Methods and Issues in English Studies

Marjorie Worthington  
*Eastern Illinois University*

Follow this and additional works at: [https://thekeep.eiu.edu/english\\_syllabi\\_fall2020](https://thekeep.eiu.edu/english_syllabi_fall2020)



Part of the [English Language and Literature Commons](#)

---

### Recommended Citation

Worthington, Marjorie, "ENG 5000-001: Introduction to Methods and Issues in English Studies" (2021). *Fall 2020*. 90.

[https://thekeep.eiu.edu/english\\_syllabi\\_fall2020/90](https://thekeep.eiu.edu/english_syllabi_fall2020/90)

This Article is brought to you for free and open access by the 2020 at The Keep. It has been accepted for inclusion in Fall 2020 by an authorized administrator of The Keep. For more information, please contact [tabruns@eiu.edu](mailto:tabruns@eiu.edu).

**ENG 5000.001**  
**INTRODUCTION TO METHODS AND ISSUES IN ENGLISH STUDIES**

Section 001: Class: Mondays, 7:00-9:30pm, Coleman Hall 3691

Professor: Dr. Marjorie Worthington

Office: Coleman Hall 3321

Office Hours: M 4:30-7:00, W 2-3 or by appt.

Phone: 217-581-5214 (text only, please. We can schedule calls or Zoom meetings that way)

email: mgworthington@eiu.edu

**TEXTBOOKS – We only have one textbook, but most of your readings can be found in D2L.**

Ruth Ozeki, *A Tale for the Time Being*

**Description:**

This seminar provides a foundation for the M.A. in English, serving as an introduction to the methods and issues of advanced-level research and scholarship in English studies. Through our reading and discussions, we will examine the field of English Studies, discuss assumptions and challenges in the field, and develop a strong understanding of what professionals do. This will involve becoming aware of discourse practices, methods of research, and the writing genres that we use

**Course Objectives include (but are not limited to):**

- understand expectations of graduate-level work;
- explore critical and theoretical issues in English studies;
- get extensive practice in completing graduate-level research;
- become familiar with professional conversations in English studies, including controversies, current trends, and career preparation

**COVID-19 Practices & Expectations on EIU's Campus.**

The University is asking all of us to take precautions to prevent the spread of COVID-19, including wearing face coverings when we are in class together, walking around campus, in the library, or participating in office hours. EIU's policy is intended to protect all of us on campus, as well as the community, your roommates, and loved ones at home. Additionally, students are expected to not attend class if they are ill and to consult the student health clinic if they have any COVID-19 like symptoms. EIU's COVID-19 campus practices including face coverings, avoiding campus if sick, sanitizing surfaces, social distancing, and hand washing are based on the best available public health guidance. As a faculty member, I am responsible for ensuring students engage in practices that reduce risk. If you have a health condition that prevents you from wearing a mask, please contact Student Disability Services. If you are unable to follow EIU's COVID-19 guidelines, you may be asked to leave class or office hours as compliance with public health guidance is essential. Accommodations for instruction and make-up work will be made for students with documented medical absences according to IGP #43

[<https://castle.eiu.edu/auditing/043.php>].

**EIU ONLINE ETIQUETTE – These are the official standards we will use in our online interactions:**

Eastern Illinois University (EIU) is committed to open, frank, and insightful dialogue in all of its courses. Diversity has many manifestations, including diversity of thought, opinion, and values. We encourage all learners to be respectful of that diversity and to refrain from inappropriate commentary. Should such inappropriate comments occur, the instructor will intervene, removing inappropriate content. The instructor may also recommend university disciplinary action. Learners as well as faculty should be guided by common sense and basic etiquette. The following are good guidelines to follow:

- Never post, transmit, promote, or distribute content that is known to be illegal.
- Never post harassing, threatening, or embarrassing comments. If you disagree with someone, respond to the subject, not the person. Conflicts of ideas are encouraged, while conflicts of feelings are discouraged.
- Never post content that is harmful, abusive; racially or culturally insensitive, or religiously offensive, vulgar; sexually explicit, or otherwise potentially offensive.

**Academic Integrity:** Students are expected to maintain principles of academic integrity and conduct as de-fined in EIU’s Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be re-reported to the Office of Student Standards.

**Plagiarism:** Plagiarism is defined as appropriating words or ideas that are not your own without giving proper credit. The temptation to plagiarize can be great, particularly in the advent of extensive computer technology and the collaborative nature of our class. However, the consequences of plagiarism are dire and can result in a grade of F for the assignment and even for the course. It will also result in a report to the Judicial Affairs Office.

## **COURSE REQUIREMENTS**

**Weekly Short Essays:** On most class days, you will turn in a 1-2-page *single-spaced* essay that addresses one or more points from that day’s reading. You can do a broad analysis of several (or all) of the course readings for that day, or you can provide a focused discussion of a single reading or even a single issue within a reading. **NOTE:** These essays are NOT “responses” in that I do not care how you “felt” about what you read, whether or not you “liked” it, or even if you understood it (if you did not understand the reading, read it again more slowly). Instead, these essays should be *thesis-driven*: the introduction should contain a strong thesis statement that is supported by the body of the essay. These essays are due each Monday, should be posted in the designated Discussion Board, and are meant to facilitate discussion. For that reason, late essays are vastly less relevant to our purposes and will not be accepted. Due dates for the essays are indicated on the schedule of assignments as “E1,” “E2,” “E3,” etc.

**CFP Abstract:** A “CFP” or “Call for Papers” is an announcement of a planned conference panel or collection of articles. The CFP describes what the panel or book will be about and invites people to submit their ideas for an essay that could be included in that panel or book. The submission is called an “abstract,” which is a several-paragraph description of the essay the

sender would like to submit to the panel or book. I will be giving you a CFP and you will need to write craft an abstract as though you were planning to submit an essay in response. You won't have to write the essay, just the several-paragraph abstract. If you're confused, don't worry, I will give a more in-depth assignment and there will always be opportunities for you to ask questions.

**Literary Studies Essay:** For this assignment, you will choose one literary-analytical approach and write an essay that analyzes *A Tale for the Time Being*.

**Statement of Purpose/Resume:** All graduate students need a resume or "curriculum vitae" or "vita" (what you call it depends on the job you are applying for). Based on your eventual career goals, you will craft that suits your purposes. You will also write a statement of purpose which outlines your goals for the MA degree and beyond. In addition to being assignments for this course, these will be included as part of your MA Professional Portfolio.

**Final Essay or Project:** This will be a project of your own choosing (likely a 10-page essay, but it could be another kind of project), based on the work we have done in our course combined with your personal interests and/or career goals AND research you do independently. There is a lot of leeway here for you to design and project that suits your needs. If you like this project could be an expansion of one of your short essays. I will serve as a guide in whatever way you require.

**Participation:** The small size of this class affords us a rare opportunity, IF everyone takes responsibility for the quality of the course. For this reason, you will be expected each day to be an active participant in class and/or in our Discussion forum on D2L. In order to do this, you must be prepared each week, having read and taken notes on the assignment. In a class our size, it will be painfully clear who is and who is not participating. If you do not prepare regularly and enthusiastically, your grade will be negatively affected.

#### **GRADE BREAKDOWN**

|   |               |
|---|---------------|
| Weekly written essays (10)                  | 40% (4% each) |
| CFP Abstract                                | 5%            |
| Literary Studies Essay                      | 15%           |
| Statement of Purpose                        | 5%            |
| Resume                                      | 5%            |
| Final Essay or Project                      | 15%           |
| Participation (both online and/or in class) | 15%           |

## SCHEDULE OF READINGS AND ASSIGNMENTS

|          |  |                                   |
|----------|--|-----------------------------------|
| Aug. 24  | Introduction – Professional Portfolio Discussion                 |                                   |
| Aug. 31  | Humanities in the 21 <sup>st</sup> Century                       | <b>CFP Abstract Assigned</b>      |
| Sept. 7  | <b>Labor Day – NO CLASS</b>                                      |                                   |
| Sept. 14 | <b>E1</b> Humanities 21 <sup>st</sup> Century, Cont'd            | <b>Final Project assigned</b>     |
| Sept. 21 | <b>E2</b> Critical Media Studies                                 |                                   |
| Sept. 28 | <b>E3</b> Public Humanities                                      | <b>CFP Abstract due</b>           |
| Oct. 5   | <b>E4</b> <i>A Tale for the Time Being</i>                       | <b>Literary essay assigned</b>    |
| Oct. 12  | <b>E5</b> Literary Studies: Close Reading & Marxist              |                                   |
| Oct. 19  | <b>E6</b> Literary Studies: Feminism & Post-Colonialism          | <b>Final Project Abstract Due</b> |
| Oct. 26  | <b>E7</b> Literary Studies: New Historicism & Cultural Criticism |                                   |
| Nov. 2   | <b>E8</b> Creative Writing                                       | <b>Literary essay due</b>         |
| Nov. 9   | <b>E9</b> Digital Humanities/Distant Reading                     |                                   |
| Nov. 16  | <b>E10</b> Composition Pedagogy                                  |                                   |

### THANKSGIVING BREAK

|                |   |                                    |
|----------------|---|------------------------------------|
| Nov. 30        | <b>Final Essay/Project Workshop</b>                             | <b>Draft of Final Project due</b>  |
| Dec. 7         | <b>Vita/Resume &amp; Professional Statement sharing session</b> |                                    |
| Dec. 14        | <b>Final Presentations of Essay/Project</b>                     | <b>Resume &amp; Statements due</b> |
| <b>Dec. 18</b> | <b>FINAL PROJECTS DUE TO DROPBOX</b>                            |                                    |