Summer 6-15-2011

ENG 3604-051: Authors and Readers before 1800

Angela Vietto
Eastern Illinois University

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Authors and Readers before 1800

Learning Objectives

This is a reading-intensive and writing-intensive course that is designed to help you better understand

- the cultural history of reading before 1800
- the cultural history of authorship before 1800

In addition, as an advanced course in the English major and as a course that meets the major's "pre-1800" requirement in literary studies, this course is designed to help you

- improve your critical reading skills
- improve your analytic writing skills
- improve your research skills
- improve your ability to work with historically distant texts

Texts from TRS

Brown, Arthur Mervyn
Bunyan, The Pilgrim's Progress
Defoe, Moll Flanders
Finkelstein & McCleery, eds., The Book History Reader
Sterne, Tristram Shandy

Other Required Materials

Sufficient paper and printer ink to print homework, drafts, and final copies of essays; a stapler to bind papers longer than 1 page. Will financial hardships make this difficult? Please see me at the beginning of the semester.

Information for Students with Disabilities

If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services (581-6583) as soon as possible.
Contacting Me
When you have questions outside of class time or office hours, please feel free to phone me or text message me at my cell phone number, provided above, any time before 10 p.m. *If you want a quick reply, use the phone, not email.*

Late Work
The ability to meet deadlines is an important skill to learn. I *am* willing to grant extensions, but you must follow this procedure: You must contact me, either in person or by phone, no later than 10 p.m. the calendar day before an assignment is due, to request an extension. I will *not* grant extensions the day the assignment is due, and I will *not* grant extensions in response to emails or text messages.

If you request an extension as described above, there will be no penalty to your grade. If you do not request an extension as described above but your work is late, it will lose 10% of its value for each class session it is late. No work will be accepted after the final exam, except with prior approval in very exceptional cases.

Electronic Writing Portfolio
If you wish, you may use either essay from this class to submit to the Electronic Writing Portfolio. Submissions must be made no later than June 10.

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 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.”

My Statement on Plagiarism
Plagiarism is a subset of the larger category “cheating,” known in the student conduct code as “academic misconduct.” When I discover an act of intentional academic misconduct (plagiarism, cheating on an exam, etc.), I (1) fail the responsible student for the entire course and (2) report the offense to the Office of Student Standards. For students pursuing teacher certification in the English Department, I also (3) report the incident on the yellow “recommendation to student teach” form and (4) recommend that the offending student not be permitted to student teach. If you have doubts or concerns that you might have plagiarized accidentally, ask me *before* you turn in the work.
Grade Breakdown

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Distribution</th>
<th>Final Grade Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes, Homework, In-class writing</td>
<td>20%</td>
<td>93-100 A</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>85-92 B</td>
</tr>
<tr>
<td>Essay 1</td>
<td>20%</td>
<td>77-84 C</td>
</tr>
<tr>
<td>Essay 2</td>
<td>25%</td>
<td>69-76 D</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
<td>68 and below F</td>
</tr>
</tbody>
</table>

**Participation:** Why do I grade participation? When you sit silently, even if you are listening, you do not learn as much as you do when you participate in conversation. That's not just something I believe on faith; it is established fact, supported by extensive research by psychologists who study learning.

Participation means being focused and forthcoming during class. Each day you attend class, I assign between 1 and 10 points for participation. I average your participation grades over the course of the semester to obtain the final grade. Here's how I assign points:

- Students who make a good faith effort to do everything I ask during a class session and remain alert and engaged throughout the session, engaging actively in (on-task) small group discussion and making at least one or two high-quality contributions to large group discussions, earn 10 points for the day.
- Students who come close to the standard above but fall a little short (for example, participating well in small groups but not speaking in the larger group) earn 8-9 points.
- Students who contribute at least once but whose contributions are far off topic or demonstrate that they have not been listening to classmates earn between 5-8 points.
- Participation points are deducted, at my discretion, when students arrive late, leave early, demonstrate that they have not been paying attention, do work for other classes, use earbuds, sleep, or otherwise behave badly.
- When I see a student text messaging, that student's daily participation score will be 1.

**Attendance:** I am neither your parent nor your employer, so, with one exception, I do not believe it is my business to decide whether or not your reasons for missing class are good ones. That is to say, with one important exception, you don't need to tell me why you miss class or give me doctor's notes, etc., for your absences.*

Here's what happens when you miss class:

- It is your responsibility to learn what you need to make up.
- If you miss a reading quiz, you will find a quiz replacement assignment on WebCT. Do not expect me to remind you about this.
- If you miss class on a day when a major essay is due, the policy on late work applies.
- There is no way to "make up" participation points for days you miss class.

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*The only exception is missing the final exam; in fairness to other students, should that occur, I will require documentation that a legitimate, serious, unavoidable illness or genuine emergency prevented the student from being present for the exam before allowing the student to take an altered version of the exam.
Schedule

Assigned readings are due on the date listed (and will be the subjects of reading quizzes). Short writings and other homework will be assigned in class.

*BHR = Book History Reader  TBA = to be announced*

**Week One—Cultural History of Reading**

M May 16  Introductions: Course, class members; cultural history of reading and authorship
T May 17  Ong, “Orality and Literacy” (*BHR* 105-117) and Chartier, “The Practical Impact of Writing” (*BHR* 118-142)
R May 19  Bunyan, *The Pilgrim’s Progress* (pages TBA) (see also illustrations in course packet, pp. 29-32)
F May 20  Bunyan, *The Pilgrim’s Progress* (pages TBA)

**Week Two—Cultural History of Reading, continued**

M May 23  Defoe, *Moll Flanders* pp. 3-134
R May 26  Flint, “Reading Practices” (*BHR* 316-323) and Rose, “Rereading the English Common Reader” (*BHR* 324-339)
F May 27  Writing workshop.

**Week Three—Cultural History of Authorship**

M May 30  Memorial Day, no class
T May 31  Essay 1 due. Foucault, “What Is an Author?” (*BHR* 225-230) and *Tristram Shandy*, pages TBA
W June 1  Jaszi & Woodmansee, “Introduction” and Woodmansee “On the Author Effect” (course packet, 3rd section, pp. 33-48)
R June 2  Brewer, “Authors, Publishers” (*BHR* 241-249) and Tompkins, “Masterpiece Theater” (*BHR* 250-258)
F June 3  Brown, *Arthur Mervyn* pages TBA

**Week Four—Cultural History of Authorship, continued**

M June 6  Brown, *Arthur Mervyn* pages TBA
T June 7  Brown, *Arthur Mervyn* pages TBA
W June 8  Brown, *Arthur Mervyn* pages TBA
R June 9  Writing workshop.
F June 10 Essay 2 due. Final Exam (during regular class time).