ENG 2205-001: Introduction to Literary Study

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English 2205.001: Introduction to Literary Study
Fall 2004

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Texts: Jane Austen. Persuasion.
Geoffrey Chaucer. The Canterbury Tales
Joel Conarroe, ed. Six American Poets.
David H. Richter, ed. Falling into Theory: Conflicting Views on Reading Literature.
Pramoedya Ananta Toer. The Girl from the Coast

Schedule of Readings and Assignments

August
24: Introduction to the course
26: The Tempest, Act 1
31: The Tempest, Act 2

Sept.
2: The Tempest, Act 3

7: The Tempest, Acts 4-5
Paper: a close analysis of 50-75 lines in Act 4 or 5

14: Formalist Response to The Tempest F. Kermode, G&P 174-82; R. A. Brower, G&P 183-202
16: Historicist Response to The Tempest R. Takaki, G&P 140-71

21: Postcolonial Response to The Tempest P. Brown, G&P 205-29
Paper: a summary of the line of argument in Brown's essay

23: Feminist Response to The Tempest A. Loomba, G&P 324-36; G&P A. Thompson, 337-47

28: Persuasion, Chapters 1-14, pp. 1-90
30: Persuasion, Chapters 15-24, pp. 91-168

October
5: Preface, pp. ix-xiii; Backgrounds and Contexts, pp. 181-214; Jane Austen: A Chronology, p. 313
7: A. Walton Litz, pp. 217-23; Marilyn Butler, pp. 224-30; Robert Hopkins, pp. 265-74

12: The Original Ending of Persuasion, pp. 168-77
Paper: a formalist, historicist, postcolonial, or feminist reading of a character or scene in Persuasion

14: Six American Poets: Emily Dickinson, pp. 69-8?

19: Six American Poets: Emily Dickinson, pp. 87-9?
21: Six American Poets: Emily Dickinson, pp. 99-105

Special Event
21: Emily - two-act theatrical performance of the life of Emily Dickinson, 7:00 p.m.
or 22: "Diviner Crowd at Home" - performance of selected poems of Dickinson, 9:00 a.m.

26: Six American Poets: Langston Hughes, pp. 225-42
28: Six American Poets: Langston Hughes, pp. 243-57

Nov.
2: Six American Poets: Williams or Stevens
Paper: a critically informed analytic response to a poem by Williams or Stevens
4: Six American Poets: Williams or Stevens
Course Requirements and Grading

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Assignments</td>
<td>60</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
</tbody>
</table>

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 five short papers (~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 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 (381-6583) as soon as possible."