ENG 4300-002: Senior Seminar: Tellers and Tales

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The problem of point of view is narrative art's own problem, one that it does not share with lyric or dramatic literature. By definition narrative art requires a story and a story-teller. In the relationship between the teller and the tale, and that other relationship between the teller and the audience, lies the essence of narrative.

Robert Scholes and Robert Kellogg, *The Nature of Narrative*

Senior Seminar: Tellers and Tales
MWF 1:00-1:50 in CH305

**Textbook:** *Reading Narrative Fiction*, Chatman

**Anthology:** *The Story and its Writer*, Charters

**Fiction:** *A Good Scent from a Strange Mountain*, Butler  
*My Ántonia*, Cather  
*A Farewell to Arms*, Hemingway  
*Amazing Grace*, Hoffman  
*From the Notebooks of Melanin Sun*, Woodson

**Schedule of Reading and Writing Assignments**

**Week 1**
8/20 Introductions
8/22 Amazing Grace  
8/24 Amazing Grace + handout

**Week 2**
8/27 *Melanin Sun* (1st half)  
8/29 *Melanin Sun* (2nd half)  
8/31 "Insiders, Outsiders and the Question of Authenticity," Mikkelsen (handout)  
*Turn in log next week some time*

**Week 3**
9/3 Labor Day  
9/5 RNF 2: Plot  
9/7 continued

**Week 4**
9/10 RNF 3: Character and Setting  
9/12 continued  
9/14 RNF 4: Narration
Week 5
/17 continued
/19 RNF 5: Point of View
/21 continued

Week 6
/24 RNF 6: Narrative Irony
/26 continued
/28 RNF 7: Authors and Readers

Week 7
10/1 continued
/3 RNF 8: Theme and Ideology
/5 Fall Break

Week 8
/8 continued
/10 RNF 9: Narrative Limits (304-313 only)
/12 Exam; Turn in Log

Week 9
/15 My Ántonia
/17 continued
/19 continued

Week 10
/22 A Farewell to Arms
/24 continued
/26 continued

Week 11
/29 continued
/31 Read Stories by Carver, Silko, or O’Connor in The Story and Its Writer
11/2 Read Commentaries on Carver, Silko, or O’Connor in The Story and Its Writer
Meet with your group (I’ll be at the Midwest MLA Convention in Cleveland)

Week 12
/5 Prepare Group Presentations + handout
/7 Group Presentations; Turn in Log today or Friday
/9 Library Workshop: Meet at the northeast entrance to McAfee Gym
Read on-line essay on evaluating web resources at http://milton.mse.jhu.edu/research/education/net.html

Week 13
/12 Individual Projects
/14 continued
/16 Annotated Bibliography due at Individual Conference
Week 14
  Thanksgiving Break

Week 15
  /26 Draft due: Presentation
  /28 Draft due: Visual Aid
  /30 Final Drafts due

**12/1 (Saturday) English Conference**

Week 16
  12/3 Read two stories from *A Good Scent From a Strange Mountain*
  /5 *A Good Scent From a Strange Mountain* continued
  /7 Prep for Final Exam

Finals Week
  12/11 Final Exam 12:30 – 2:30 (Tuesday)

**Things You Need to Know About this Class**
- Attendance counts. If you have more than 4 unexcused absences, you will not receive any of the 50 points set aside for participation.
- You must complete all major assignments to pass this course.
- Unexcused late work will be penalized. If you are experiencing temporary difficulties, do come see me so that we can work something out.
- Documentation of print and electronic sources should conform to MLA style.
- "Plagiarism" refers to documentation problems ranging from petty errors of form (which offenders will be required to eradicate through editing) to serious matters of intellectual theft (punishable by a failing grade for the assignment or the course). If you have any questions about what to cite and how to cite it, see me, consult the MLA Handbook, or visit the Writing Center in CH301 (581-5929).

**Grades**

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<tr>
<th>Component</th>
<th>Points</th>
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<tr>
<td>Reading Log</td>
<td>275</td>
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<td>Mid-term</td>
<td>150</td>
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<tr>
<td>Group Presentation</td>
<td>75</td>
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<td>Individual Project</td>
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<td>Final</td>
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<td>Participation</td>
<td>50</td>
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<td>1000 points total*</td>
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*it may be necessary to adjust point values if we add, cancel, or revise any assignments.

The bottom line: grades will not be curved.
91% & above = A; 81-90% = B; 71-80% = C; 61-70% = D; 60% & below = F.
Syllabus: Quick View  

Kory, English 4300: Tales & Tellers

**Weeks 1 – 2: Identity and Authority in “Multicultural” Children’s Literature**
- Texts: *Amazing Grace* & *Melanin Sun* + Handouts
- Evaluation: Reading Log

**Weeks 3 – 8: Tools & Texts**
- Text: *Reading Narrative Fiction*
- Evaluation: Reading Log (1 Response per chapter) + Exam

**Weeks 9 – 12: Authors, Texts, Readers, Critics**
- Texts: *My Antonia* & *A Farewell to Arms* (First Person Narration)
- *The Story and Its Writer* (Case Studies: Carver, Silko, O’Connor)
- Evaluation: Reading Log + Group Presentation

**Week 13 & 15: Individual Projects [Week 14 is Thanksgiving Break]**
- Texts: Self-selected
- Evaluation: Presentation* (includes handout + Annotated Bibliography)
  *Presentations will take place Saturday, December 1 at the English Conference

**Week 16: Wrap-up**
- Text: *A Good Scent From a Strange Mountain*
- Evaluation: Final Exam Tuesday December 11, 12:30 – 2:30

**Guiding Questions**
- How does identity affect what/how writers write?
- How does identity affect what/how readers read?
- How does identity affect what/how teachers teach?
- How does identity affect what/how critics critique?

- How—and to what extent—do people transcend their personal identities and gain the authority to read, write, teach, and critique texts about “others”?

**Related Critical & Evaluative Issues**
- Authorial Intentions (Didactic and Aesthetic)
- Narrational Techniques
- Literary Elements & Conventions
- Rhetorical Strategies
- Reader Responses (Efferent and Aesthetic)
- Textual Authenticity/Accuracy
- Literary-Historical Context
- Ideology
- Rhetorical Effectiveness
- Literary Quality
- Pedagogical Appropriateness
- Fictional Truth
- Creative Process . . .