

# English 201: Introduction to English Studies.

## Professor L. K. Hankins

“For though reading seems so simple—a mere matter of knowing the alphabet—it is indeed so difficult that it is doubtful whether anybody knows anything about it. Paris is the capital of France; King John signed the Magna Charta; those are facts; those can be taught; but how are we to teach people so to read *Paradise Lost* as to see that it is a great poem, or *Tess of the D’Urbervilles* so as to see that it is a good novel? How are we to learn the art of reading for ourselves? Without attempting to lay down laws upon a subject that has not been legalized, I will make a few suggestions, which may serve to show you how not to read, or to stimulate you to think out better methods of your own.”

“How Should One Read a Book?” Virginia Woolf (1926)

### Textbooks:

Culler, Jonathan. *Literary Theory: A Very Short Introduction*.

Barry, Peter. *English in Practice: In Pursuit of English Studies*. 2<sup>nd</sup> edition.

Dickens, Charles. *A Christmas Carol*. Edited by Richard Kelly. Broadview Press.

Woolf, Virginia. *Orlando*. Annotated and with an introduction by Maria DiBattista  
*FIRE!! Devoted to Younger Negro Artists* (facsimile little magazine) 1926.

**English 201** is an introduction to the delightful & constantly morphing field of English Studies, and will consider why we do English studies, what English studies we do, and how we do those English studies. We will ask a lot of “Why?” and “So what?” questions as we engage with the controversies surrounding our discipline. And, we will work to acquire skill sets—such as close reading, critical thinking, and contextual studies—that ground us in the words, ideas, and worlds on which English studies are based.

### Objectives for the course:

- provide a nuanced, enticing understanding of the field of English Studies
- offer experience in close reading that opens your eyes
- demonstrate engagement with contextual reading that broadens your view
- alert you to the complexity of theoretical approaches that will blow your mind
- inspire you with the richness of various texts from diverse times and places

- introduce you to key terms in literary study
- amaze you with the richness of scholarly materials and practices
- remind you why you are an English major

**Projects for the Course that work to attain the objectives:**

- a portfolio of critical and perhaps creative writings assigned throughout the course
- a close reading paper
- a contextual reading paper
- a take home final essay to be presented to the class on the final day
- midterm/final objective exam as needed
- Group projects & presentations

**EXPECTATIONS IN A NUTSHELL:**

**On-time, fully prepared all the time attendance** is required.

**BE PREPARED FOR REGULAR CHANGES IN THE SYLLABUS!!!**

Because such an interactive course needs to be revised often, be prepared for changes in the syllabus. Assume class meets 12-3, and, when texts and conferences require, 10-11 or 10-3. Please do not schedule appointments or work-study hours during the class time of 10-3; academics come first.

**CLASS EXPECTATIONS: Please know this information:**

*See me immediately if you have any problems keeping up with the course. It is more difficult to repair serious gaps as the block goes on.*

You must be present in class daily and for all screenings, presentations, conferences and workshops in order to pass the course. All work must be handed in on time. Your classroom presence contributes to your grade; for workshops and discussions, your absence cannot be made up to your peers. You should not have unexcused absences, but be aware that if you do, you may fail the course with more than 2. Late papers may not be accepted, and if accepted may be penalized by at least a letter grade.

I am eager to help you find topics that will be intriguing for you, and welcome conferences. To use the time most effectively, I expect you to be prepared for conferences, to have read the material and to have thought about the projects. You may not have all the answers, but I expect you to have taken some time to formulate a few questions.

Always cite sources and include a Works Cited if you used any sources—and that includes web finds and other students' papers. Learn what correct MLA form is and use it regularly. Plagiarism is a TERRIBLY SERIOUS OFFENSE and may result in failing the course. Read pages about Plagiarism in the *Little, Brown Essential*

*Handbook for Writers.* Using a paper you have handed in for another course, or which someone else has handed in for a course counts as plagiarism. You are in this class to work on your writing; using someone else's writing will not help you. Plus, plagiarism = failure. Please do explore all the research out there and bring in the materials, but cite them fairly and use them as a springboard to your own ideas, not as a replacement for them.

### **Technology, Food, Attention and Attendance:**

No food, please. Eat lunch elsewhere. Eating in class is a distraction. Beverages are acceptable.

Please turn off your cell phone when you enter class. It disrupts those around you and the professor to have you distracted by your cellphone; if you do not turn off your cellphone during class you will be counted absent for that day.

Laptops can also be distracting. If you have a documented disability and must use one for note-taking, have it in airplane mode so no one is distracted by email/anti-social media or other alerts.

### **The Writing Studio Resource**

Use the Writing Studio regularly! Make appointments to meet with the Writing Associate often. You may be required to make regular appointments with the Writing Associate in addition to the usual appointments. Tap the resources of our Consulting Librarians! Their expertise is invaluable. Of course, no matter how rushed you are, be considerate of their time and make appointments to allow time for calm work.

You cannot pass without doing all the work at a passing level, and you are expected to challenge yourself. To earn a B, show up eagerly, do all the work very well, set high standards for yourself and meet them, contribute to the class in meaningful ways, support your peers and the professor in building an academic intellectual community, and write, research and revise very well. To earn an A, do all of this superbly, going well beyond the class expectations.

**GRADE STANDARDS and Guidelines** It is important to acknowledge that students earn their grades in college. They are not something the professor “gives” you. You may earn an A or an F or something in between; it depends upon your achievements, which often reflect your effort, though you are not graded for effort alone. You are expected to put solid intense effort into every course on the block plan, and to hand in all work at an acceptable level. You may not pass the course if you are missing ANY assignments. You may fail the course with 2 or more absences.

You may earn an **F** for poor or missing work, failure to carry your share of the load, plagiarism, absences, etc.

You may earn a **D** for slack or poor work that does not come up to the standard expectations.

You may earn a **C** for doing all the work, understanding all the readings, and contributing solid good work that is at the level of basic expectations for a demanding college course.

You may earn a **B** for very good work that exceeds expectations and demonstrates intellectual engagement, thorough understanding of all the readings and materials, and solid, positive contributions to class.

You may earn an **A** for superb work that excels beyond expectations and demonstrates impressive intellectual engagement, outstanding understanding of all readings and materials, and creative and dazzling initiative.

### **Projects for Working Groups:**

You will be assigned to a working group Week One. Bond with your group and form an intense intellectual community so you can work well together and not be just an ineffectual social group; learn each other's intellectual strengths and support each other. Don't tolerate flakes; stay on task; work together.

### **Information on general Cornell College policies:**

1.
  - a. Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading "Academic Honesty."

2.
  - a. Students with disabilities:  
Students who need accommodations for learning disabilities must provide documentation from a professional qualified to diagnose learning disabilities. For more information see  
<http://cornellcollege.edu/disabilities/documentation/index.shtml>

Students requesting services may schedule a meeting with the disabilities services coordinator as early as possible to discuss their needs and develop an

individualized accommodation plan. Ideally, this meeting would take place well before the start of classes.

At the beginning of each course, the student must notify the instructor within the first three days of the term of any accommodations needed for the duration of the course.

Meeting Cornell College Educational Priorities:

The English 201 course meets these objectives:

- *In both written and verbal form, effectively articulate, evaluate and critique various production concepts using professional language, theory and standards. (Communication, Reasoning)*
- *To develop and hone skills for reading and writing about challenging texts. (Inquiry, Communication, Reasoning)*
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- *See below for more information*

Educational Priorities	Students will...
<b>Knowledge</b>	integrate and apply knowledge from a focused area of study as well as a broad general education which includes disciplinary and interdisciplinary perspectives in the arts, humanities, sciences, and social sciences.
<b>Inquiry</b>	respond to the complexities of contemporary and enduring problems using information literacy tools, research skills, creative thinking, and analysis.
<b>Reasoning</b>	evaluate evidence; interpret data; and use logical, mathematical, and statistical problem-solving tools.
<b>Communication</b>	speak and write clearly, listen and read actively, and engage with others in productive dialogue.
<b>Intercultural Literacy</b>	connect with diverse ideas and with people whose experiences differ from their own and that may be separated from them by time, space, or culture.
<b>Ethical Behavior</b>	recognize personal, academic, and professional standards and act with integrity.
<b>Citizenship</b>	collaborate with others and contribute in their

Educational Priorities	Students will...
	communities and the larger world.
<b>Vocation</b>	discover and prepare for the range of opportunities and challenges that await them beyond their college experience.
<b>Well-Being</b>	respect the ways physical, emotional, spiritual, and intellectual well-being may contribute to a balanced life.
<b>Vocation</b>	discover and prepare for the range of opportunities and challenges that await them beyond their college experience.

### **Block 8 2015 dates**

**Monday April 13 :** Introduction 10-11 a.m.

**Tuesday April 14:** 1-3 Discuss Culler Chapter 2 and Barry Introduction

**Wednesday April 15:** Dickens text *A Christmas Carol*

**Thursday April 16:** Dickens

**Friday April 17:** Dickens. Contextual papers due.

### **Weekend April 18-19**

#### **Week 2:**

**Monday April 20:** adaptations *A Christmas Carol*

**Tuesday April 21:** *Fire!!* Poetry & Sonnets.

**Wednesday April 22:** *FIRE!!*

**Thursday April 23:** *FIRE!!*

**Friday April 24:** *FIRE!!* Midterm/ Close Reading papers due.

**Weekend April 25-26**

**Week 3**

**Monday April 27.** Morning 10-11 Quiz on *Orlando*.

**Tuesday April 28:** *Orlando*

**Wednesday April 29:** *Orlando*

**Thursday April 30:** *Orlando*

**Friday May 1:** *Orlando*

**Weekend May 2-3.**

**Monday May 4:** Research and Writing Day.

**Tuesday May 5:** Review and Synthesis.

**Wednesday May 6:** 9:30-12: presentations of Final Essays.