

Prof. Shannon Reed
Office: South Hall 105
Phone: x-4329 office

Office Hours: Mondays 3-4
and by appointment

ENG 201: Introduction to Literary Studies

Course Description

In this class we focus on what it means to be an English major, and we do that by reading a variety of texts—popular and literary, fun and challenging. In this class we will read much, learn terms to help us discuss the readings, write much, and learn the basic tools for writing papers in English classes at the college level.

Required Texts

Doing English, Robert Eaglestone
A Handbook to Literature, Holman and Harmon
From the Fishhouse, Dungy et. al
Waiting for the Barbarians, J. M. Coetzee

Goals for this course:

- Introduction to the discipline of English: its history, its methods, and its current interests and engagements
- Close reading of diverse English-language texts, both canonical and contemporary
- Contemplate, communicate, and challenge past readings and our own readings of these texts through discussion, formal and informal writing, and presentations.
-

This course supports the Educational Priorities and Outcomes of Cornell College with emphases on knowledge, communication, intercultural literacy, and inquiry.

Responsibility:

As students at a liberal arts college, you are responsible not merely for showing up but also for actively engaging in this course. At the minimum, engagement means reading the syllabus carefully and often, reading all the assigned material for the course, and turning in assignments on time. It means looking at the course materials before you ask me when something's due, what happens if you miss class, etc.

More importantly, responsible engagement means asking questions, coming to class having already formulated your own thoughts about the material. It means relying on your own reading for your opinions. Finally, it means asking for clarification or help if you do not understand an assignment, expectations, the readings, a grade, what it means to come to class prepared, and so on. For some of these questions, you can ask me or a librarian or someone who works in the Center for Teaching and Learning. I am always willing to talk with you about the course and about your work here at Cornell College.

Class Format: Reading, Discussing, Writing

Reading. In this class, I ask you to adopt an approach that is both compassionate and critical. Reading compassionately means sharing the passion of the text, getting caught up in the book, treating it with both curiosity and respect; whether the material is familiar or radically different from your own experience, allow yourself to go along--at least briefly--with the world presented in a given text: listen *compassionately* to the text. At the same time, I ask that you read critically, questioning what the text says and does, asking whether you wish to spend time in the world of that book, examining the structure and language of a text, questioning why an author chose a certain form or expression, and interrogating how the different elements contribute to the text as a whole.

Discussion. I have structured this course so that we spend most of our in-class time discussing the reading assignments.

To encourage productive class discussions, I ask that you:

* Read the assignment. Reading and thinking about the entire assignment before class is essential for productive class discussions. In this class, reading means going over the material more than once, taking notes, writing down questions and observations you want to share during class discussion. Bear in mind: the class cannot have a fully productive discussion if even a few people haven't completed the reading.

* Listen carefully. Listening is as important to discussion as speaking. Listen to all of what members of the class are saying; reflect on their words and then formulate a response. You might consider what other members of the class are *not* saying as well as what they are saying. And listen carefully; resist the temptation to craft your response while someone else is still speaking.

* Speak constructively. A discussion is a time for sharing insights rather than for speech-making. Craft your remarks so that they help the entire class move forward in its search for meaning. If you tend to be quite comfortable speaking in groups, you may need at times to restrain yourself and give others a chance to speak. Conversely, if you are quite shy, you will need to find ways of speaking up. Most importantly, you need to be willing to share what you think and be open to opposing viewpoints. This means both critically evaluating what your classmates say, and voicing your questions and responses clearly but respectfully. Showing support of the class by listening carefully, asking questions of class members, responding to what people have said and expressing appreciation of others' views all demonstrate respect and will help form an environment where all members feel comfortable speaking up.

Writing. The papers and presentations in this class invite you to collect your thoughts about the texts we read in class and give them your sustained attention.

Required Work:

Participation (10%) Participation means coming to class ready to discuss, examine, and rethink your responses to the text. I base your participation grade on how well your presence in class helps discussion. Please keep in mind that side conversations are distracting for everyone and hinder class discussion. Things to think about: do you come to class prepared, having read and taken notes on the assignment? Do you listen to others? Do you offer your own insights and questions? I will post on Moodle some guidelines for grading participation in order to help you evaluate yourself.

Quizzes and Homework (10%) I give quizzes regularly. I give them not only to encourage you to complete the reading by the first day of discussion, but also to guide you in what to read for. The quiz questions will ask you to identify or explain important ideas, images, or phrases from the assigned reading. I do not allow make-ups, but I give one more quiz than I count. Thus if you are present for all quizzes, it is possible to earn better than perfect on this portion of your grade. Things to think about: have I studied thoroughly for the quizzes? If I'm not getting the grades I expect, have I talked with my professor about the quizzes? I will assign homework frequently, and will usually ask you to post your homework to Moodle. As the homework assignments are designed for skill building, I will not comment on every homework assignment.

Reading Closely—3 short papers (15% each) You will write three short close reading papers. More information will be available on Moodle.

Reading Curiously (15%) At the beginning of the second week, we will start collecting research for this assignment which introduces you to information literacy and college research skills. More information will be available on Moodle.

Final exam (20%) Comprehensive, which means it will cover all assigned readings, class discussions, and lectures. The final exam will cover material from the entire course and will include short answer questions, identifications, and essays.

Class Policies:

Check your Cornell email account at least once per day in this course.
Set your cell phone so that it does not make any noise during class. "Off" is always a good option.

Attendance: In this class, attendance is not optional. I realize that sometimes exigent circumstances or illness may require you to miss a class session. In those cases, 1. let me know and 2. contact a fellow student to get notes and assignment information. Because absences and tardiness affect the entire class, excessive tardiness or missing **more than two class sessions** may lower your final grade. More than four absences may be grounds for failure in the course. *Note: In accordance with college policy, I will consider signing 15th day drop forms only for students who have attended the majority of class sessions and who have turned in all assignments.

Laptops: Students stay more engaged with class discussion when they take notes by hand. Check with me before bringing a laptop to class. If you get permission to use a laptop, and you check Facebook, email, or any other website during class, you are not actually engaged with the class, so I will count you as absent.

Graded Work. All written assignments are due on time. I accept late papers only in extreme cases, and I may significantly lower the grade of any late paper. I assign written homework specifically for use in class, thus I do not accept late homework assignments under any circumstances. Type or word-process and double-space all essays. Include one-inch margins on all sides, use an appropriate type font (12 point Times New Roman, for example), and use MLA citation style. For guidelines on formatting formal papers and assignments, check here: <http://owl.english.purdue.edu/owl/resource/747/01/>

Revisions. You may revise papers if you meet all of the following conditions:

- * You have discussed the paper and revision plan with me and have my permission to revise
- * You turn in the revision and the original paper (with my comments) on a date negotiated with me (usually within five days of receiving the original paper back).

The higher grade stands.

Academic Honesty: 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 Compass, our student handbook, under the heading "Academic Policies – Honesty in Academic Work."

(<http://www.cornellcollege.edu/registrar/pdf/Academic%20Honesty.pdf>).

At the College, penalties for academic misconduct range from a reprimand to indefinite suspension from the college. At the very least, academic misconduct in this course will result in a grade of F for the assignment in question and possibly for the course .

The MLA Handbook explains how to use and document sources. The Writing Studio website links to a summary of MLA documentation:

http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch08_o.html Please see me if you have any questions about academic honesty or documentation.

Accommodations: If you have a documented physical or learning disability for which you need accommodations in this class, you must talk to me in the first three days of class to arrange those accommodations.

College policy states: Students who need accommodations for learning disabilities must provide documentation from a professional qualified to diagnose learning

disabilities. For more information see <http://www.cornellcollege.edu/academic-support-and-advising/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.

Contacting Me: I am happy to meet you during office hours or by appointment if you want to discuss the readings, desire further guidance on the assignments, or if you want to discuss your work or progress in the course. Outside of class, email is the best way to contact me.

Schedule

This schedule is tentative and may change in response to flu epidemics, class needs, or professor's negotiation between possibility and reality.

Class times are generally Monday -Thursday 9:30-11 and 1-3 and Friday 9:30-11, unless otherwise noted.

Week One

- Monday am Introduction to course
- pm Register for Annotation Studio before afternoon class
 Introduction to textual analysis
 "Exploring a Poem" (Moodle)
- Tuesday am Tennyson, "Tears, Idle Tears," "Tears, Idle Tears 1" and "Tears, Idle Tears, 2" (Link available on Moodle)
 Doing English Chapters 1 and 2
 Post to Moodle: Directed Paraphrase: Ch. 1: "Leavis Method" Ch. 2: "Interpretation," "Text," and "Literary theory"
- pm *Fishouse*, Stacey Lynn Brown, "Down South, all it takes / to be a church" (110); Suzanne Wise, "Confession" (234); Roger Bonair-Agard "called: Eurydice" (68-70); Brian Turner, "The Hurt Locker" (98)
 Post to Moodle: For each poem assigned from *Fishouse*, write up answers to "Exploring a Poem," questions 1-3, 6, 8, 9.
- Wednesday 9 am *Doing English* Ch. 8
 Harmon Handbook, look up: simile, metaphor, anaphora, antithesis, apostrophe, hyperbole, irony, metonymy, oxymoron, paradox, personification, synecdoche, conceit, sonnet
- Sir Philip Sidney from *Astrophel and Stella*, sonnets 1, 2, 45, 71 (Annotation Studio); in your group, annotate what you like, but try to vary your annotations to include personal response, comments on form or devices, definitions of words or other information. Tag literary devices.

Thanksgiving Break

Week Two

- Monday am *Doing English* Chapter 4
 Post to Moodle: Directed paraphrase: "intrinsic attitudes," "extrinsic attitudes" plus one of your choosing from Ch. 4
- Aphra Behn, "The Black Lady" and Zoë Wicomb, "You Can't get Lost in Cape Town" (both on Moodle)
- Tuesday Lady Mary Wroth from *Pamphilia to Amphilanthus*, Sonnets 1, 2, 5, 6 (Annotation Studio); in your group, annotate what you like, but try to vary your annotations to include personal response, comments on form or devices, definitions of words or other information. Tag literary devices.