ENG 303, Fall 2014
Dr. Callaghan, L&L 408E, callaghp@cwu.edu
Office Hours: 2-3 TR and by appointment

Course Description:
ENG 303, Principles of English Studies, “provides critical reading and writing strategies necessary to studies in English”; it also “introduces the expectations and requirements of the major” (CWU Catalog). Essential for all English majors because it strengthens reading, writing, research and reasoning skills in a disciplinary context, the course focuses on literary response and analysis and introduces critical stances that will build your agility and confidence as readers and writers.

Course outcomes:
1. Recognize and employ contemporary critical assumptions and methods used in literature classes. Your understanding will be evaluated in quizzes, papers, and presentations.
2. Write formal and informal responses to literature that demonstrate engagement, reflective thought about your own assumptions, effective inquiry, recognition of patterns and formal features, and responsible interpretation.
3. Recognize and critique the argument and assumptions underlying critical writings in papers and short homework assignments.
4. Employ the rhetoric of English Studies, including specialized vocabulary, in papers and quizzes.
5. Demonstrate proficiency in literary research techniques and familiarity with library resources in a research paper.

Course Texts:
F. Scott Fitzgerald, *The Great Gatsby*
Athol Fugard, “*Master Harold*... and the boys”
All other course readings are on your Canvas site.
Recommended: *MLA Handbook for Writers of Research Papers.*

Grading

• **Requirements**
Gatsby Quizzes: 40 points
Exam 1: Gatsby and Literary Strategies (Week 3) 30 pts
Literal Analysis Essay (Week 4): 40 pts
Exam 2: Tyson and Critical Theory (Week 7) 30 pts
Critical Sources Assignment: 15 points
Presentations on Critical Articles: 15 points
Critical Research Essay (Week 11): 50 points
Total: 220

“I’d like my students to learn how to learn, to be involved in the process of teaching themselves. And to make commitments—not to be in love with their positions on issues, but to be in love with the search for answers.” Maya Angelou
**Attendance, Participation and Preparedness:** Merely showing up for class every day doesn’t earn an "A" for participation: being there is a minimum. Your level of participation in both large-group and small-group discussions and on assignments will reflect a consistent or uneven engagement: how frequent and how thoughtful are the comments you make? The questions you ask? How carefully are your assignments prepared: Are they dashed off? Insightful? When you visit with me outside of class, is it primarily to extend you knowledge? These aspects help you maintain, lose, or gain credibility, in the same way that care and respect help you gain credibility in your writing.

- You have 3 absences without penalty; after 3 your total points will drop by 10% per absence.
- You may take one exam or turn in one essay up to two class days late without penalty; subsequent late assignments must also be no more than two class days late and will receive a score reduction of 10%.
- Coming to class without your book or unprepared to discuss the readings, or engaging in behaviors disruptive to the learning experience of others (e.g. using cell phones, coming in late, disrespecting other students’ right to speak) may reduce your total score up to 30% of possible points at my discretion.

**Canvas:** Your Canvas course site will be used in this class exclusively as a resource. Reading assignments not in the textbooks will be available there for your use.

**Essays** are due in **hard copy** at the beginning of class on the due date. Essays must be double-spaced on standard 8 1/2 x 11 paper. Please number the pages at the top right and include your name, course number, date, and my name at the top left on the first page. The pages of all essays must be stapled or clipped together; no folders or report covers, please. Essays must be correctly documented to credit secondary sources using MLA format. A link to the MLA Guidelines is included on your Canvas site.

You must complete all parts of an assignment to pass the assignment. Completing all assigned work is a minimum requirement for passing the course.

**Plagiarism:** Plagiarism is the use of someone else’s words, ideas, or original research without attribution, and it is both illegal and immoral. That includes not only whole papers, but individual sentences and wording. Papers must be correctly documented to credit secondary sources. If you have the least doubt, cite it. Plagiarism will result in a failing grade for the paper and may result in a failing grade for the course. It will also be reported to the administration. Academic dishonesty is defined in the student conduct code (http://www.cwu.edu/student-success/student-rights-and-responsibilities).

**Civility in Class:** Your choices affect the learning experience of your classmates, and I’m responsible for making that experience a good one. So here’s what I expect.

- I expect you to come to class on time, stay until the end, and pay attention while here. Coming late, leaving early, eating, talking to friends, or playing with your cell phone are all disruptive to the learning experience.
- I expect you to respect the ideas of all class members. In large group and especially in small group discussions and activities, I expect you to help your classmates engage in complex, reasoned discourse by offering honest, informed ideas.
- In the English department and in my classroom, diversity of perspective is welcomed and
celebrated. No forms of prejudice or discrimination will be tolerated. We are here to learn in a climate of civility and mutual respect.

**Writing Assistance through CWU's University Writing Center**

Writing Consultants offer free, one-on-one sessions to all CWU students, of all disciplines and levels. Students can brainstorm ideas, find research, and revise their drafts for organization, citation style, and grammar, learning how to edit their own papers. Both in-person and online consultations are available. [http://www.cwu.edu/learning-commons/university-writing-center](http://www.cwu.edu/learning-commons/university-writing-center) Brooks Library Room 190, just to the left of the entrance.

**Contact:** E-mail ([callaghp@cwu.edu](mailto:callaghp@cwu.edu)) works better than voice mail; my schedule of meetings and other commitments varies, so phone messages may not reach me until the following day. I do not check voice mail or e-mail in the evenings or on weekends. Check your CWU OUTLOOK account regularly, or link it to your preferred digital address.

**Disability Policy:** If you have a “Confirmation of Eligibility for Academic Adjustments” form from the Disability Support Services Office, please feel free to visit with me outside of class so we can discuss how the approved adjustments can best be implemented. Students without this form who require learning adjustments should contact the Disability Support Services Office, Bouillon 205 or dssrecept@cwu.edu or 963-2171.

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**Course Calendar** *(Tentative—to be revised if necessary)*

Week 1: 9/25, 26
R: Introduction to the Course Syllabus and Canvas site
F: Introduction to English Studies as a Discipline, Introduction to Literary Inquiry, Literary Strategies and Critical Voices

Week 2: 9/29, 9/30, 10/2, 10/3
M: Gatsby Ch 1, 2; Quiz; Characterization, Tone
T: Gatsby Ch 3; Quiz; Imagery, Setting, Mood
R: Gatsby Ch 4, 5; Quiz; Language—Syntax, Diction, Kinds of Conflicts
F: Gatsby Ch 6; Quiz; Structure and Sequence

Week 3: 10/6, 7, 9, 10
M: Gatsby Ch 7, 8; Quiz; Figures of Speech and Irony
T: Gatsby Ch 9; Quiz; Themes and Thesis Statements
R: Introduction to the Analysis Essay; Integrating Summary, Paraphrase, Quotation
F: Group Discussions on Suggested Essay Topics; Assembling Evidence

Week 4: 10/13, 14, 16, 17
M: Evaluate Analysis Essay Examples with Rubric; Grammar Sentence Practice
T: **EXAM 1 on Literary Strategies**
R: Tyson, Chapter 1; Introduction to Critical Theory; Questions Expert Readers Ask
F: Tyson, Chapter 2; Introduction to Psychoanalytic Theory. **Analysis Essay Due**
Week 5: 10/20, 21, 23 (No class on 10/24)
M: Discussion, “The Story of an Hour” (Canvas)
T: Tyson, Chapter 3; Introduction to Marxist Criticism.
R: Discussion of “Girl” and “The Diamond Necklace” (Canvas)
F: Tyson, Chapter 4; Introduction to Feminist Criticism

Week 6: 10/27, 28, 30, 31
M: Discussion of “The Yellow Wallpaper” (Canvas)
T: Tyson, Chapter 9; Traditional Historical, New Historical and Cultural Criticisms. Critical Perspectives Exercise (on “The Yellow Wallpaper”)
R: Discussion of “Young Goodman Brown” (Canvas), The Hero’s Journey
F: Watch A&E Biography, The American Dreamer. (Question Sheets)

Week 7: 11/3, 4, 6, 7
M: Discuss biography video.
T: EXAM 2 on Critical Perspectives
R: Discuss Trifles (Canvas)
F: Group Exercise on Trifles. Introduction to the Critical Essay.

Week 8: 11/10, 11, 13, 14 (No class on 11/11—Veteran’s Day)
M: Postcolonial criticism. Introduction to Master Harold . . . and the boys. (Canvas)
T: (No class, Veteran’s Day)
R: Watch Master Harold . . . and the boys
F: Watch Master Harold . . . and the boys. Assign Critical Articles for presentations.

Week 9: 11/17, 18, 20, 21
M: Discuss Master Harold . . . and the boys.
T: Plan Critical Article Presentations
R: Group Presentations
F: Group Presentations

Week 10: 11/24, 25 (No class on 11/27, 28—Thanksgiving Break)
M: Shaping the research-based Critical Essay using Library Research
T: Review and evaluate essay samples; Says/Does Functional Outline

Week 11: 12/1, 2, 4, 5
M: Bring your Functional Outline for discussion and sharing
T: Conferences on Critical Essays
R: Peer Review for Critical Essays
F: Critical Essay Due