ENG 303  Principles of English Studies  Spring/2015/Pimomo
Office: L&L 408 F; Phone: 963-1553; Email: pimomop@cwu.edu
Office hours: MTWTh: 11:00-12:00 & by appointment
Class days: Monday through Thursday. Friday is a research-and-writing day.

Texts:
2. Class handouts.

The Course:
This is a hands-on course on how to write good papers on literature. But while the emphasis is on practical criticism, along the way, the course will also act as an introduction to the discipline of English Studies as a whole and to contemporary literary theory in particular.

We will study different ways of thinking and talking about literature and how to turn our thoughts and ideas into good interpretive papers. Theories and analytical strategies developed by professionals in English studies will guide our reading, thinking, and writing in this class. We hope studying critical approaches will expand our perspectives on literature and inspire us to develop our own voices in the world of interpretive discourse. The process will take longer than a quarter, but this course should be an excellent start.

Outcomes: (Assessment: quizzes, presentations, writing assignments)
- Learn to appreciate and evaluate texts, placing them in their literary and critical context (applied criticism).
- Develop critical thinking and writing skills to success in English studies.
- Address, in a preliminary way, the intellectual and historical forces behind the various approaches to literature.

Teaching/Learning Method:
Participatory and hands-on learning. Come prepared to discuss the day’s reading. You can’t participate if you’re absent, so attendance is crucial.

Attendance Policy
No more than 3 excused absences. The 4th absence lowers your grade by a full letter (example: A = B). The 5th or more equals F for the class. This policy will be strictly implemented.

Plagiarism
Using someone else’s paper as your own, or having someone else write for you, or lifting parts of other people’s work without properly acknowledging them, is a serious intellectual offense and can result in your failing this class, or worse, including disciplinary action by the Student Affairs Office.

Disability Policy
If you need disability-related educational accommodation, please let me know after you’ve contacted the ADA Compliance Officer at 963-2171.

Class etiquette
As a sign of respect for one another and for our common learning space, please have your cell phone and other diversionary gadgets turned off during class. Please be on time for class.
Graded Assignments:

- A two-page essay on your experience of reading & writing (April 6) ….. 5%
- **Class presentation** (10%) & a **Report** of your presentation (10%) ….. 20%
- **Quizzes** (10%) & **Drafts** of paragraphs and parts of paper writing (10%): 20%
- **Analysis** paper (5 or so pages) … Due May 18 ………………….. 20%
- **Interpretive** literary paper (6 to 8 pages). **Due June 11** …………… 25%

**Essay on your experience of reading and writing so far:**
Answer the following questions in 2 double-space typed pages:

a) What have you done so far in your life (specific things) that have contributed to your knowledge of English literature and your level of writing?

b) What would you consider are your educational and personal challenges at this time, and what do you plan on doing to extend your knowledge of English studies and improve your writing skills?

c) How do you hope this class will help you improve your knowledge and your writing? **This essay is due April 6, Monday.**

**Class Presentation:**
You will do a class presentation on an assigned topic for 30 minutes.

**Grading criteria for class presentation:**

- Quality and quantity of material presented: sufficient coverage; judicious selection; efficient and effective communication.
- Delivery/presentation format: Effective delivery of material to the audience.
- You don’t need to consult sources outside of the textbook for this assignment.

**Presentation Write-up:**
Write an informative review of the chapter you presented. In 1000-1500 words, you will report on the key ideas and reading techniques you learned from the chapter you presented. **The write-up is due a week after your presentation.**

**Schedule**  
*(Author’s last name is followed by chapter and page numbers).*

<table>
<thead>
<tr>
<th>March</th>
<th>April</th>
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<tbody>
<tr>
<td>31</td>
<td>Course Introduction &amp; self introductions</td>
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<tr>
<td>01</td>
<td>A demonstration by professor of “how to do” literature (Wordsworth’s “She dwelt among the Untrodden”); &amp; <strong>Sign up for Class Presentation.</strong></td>
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<td>02</td>
<td>Read and take notes for class: Lynn, Preface &amp; Chapter 1 (pp. xiii-13) <strong>Class Presentation topics and days will be announced.</strong></td>
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<td>06</td>
<td>Read Appendix I (John Donne’s “The Canonization), pp. 254-255. <strong>Essay on reading and writing experience is due.</strong></td>
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<td>07</td>
<td>Brainstorm themes and thesis statements for interpretive papers based on Donne’s poems. Bring a draft of the opening paragraph to class.</td>
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<td>08</td>
<td>Read and take notes: Lynn, Chapter 2, Critical Worlds, pp. 14-35 &amp; Appendix 2, pp. 256-259.</td>
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<td>09</td>
<td>Read prof’s introduction to poetry available in Eng 303 on CWU Canvas.</td>
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<td>13</td>
<td><strong>Class Presentation</strong> of Lynn’s Chapter 3, <strong>New Criticism</strong>, 36-61.</td>
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<td>14</td>
<td><strong>Class Presentation</strong>, Lynn, Ch. 4, <strong>Reader-Response</strong>, 64-99.</td>
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<td>15</td>
<td><strong>Class Presentation</strong> Lynn, Ch. 5, <strong>Deconstruction</strong>, 102-136.</td>
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<td>16</td>
<td><strong>Class Presentation</strong>, Lynn, Ch. 6, <strong>Historical etc.</strong>, 138-188.</td>
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Class Presentation, Lynn, Ch. 7, Psychological Criticism, 190-215.

Class Presentation, Lynn, Ch. 8, Gender Criticism, 218-251.

Review of all the Criticisms in preparation for quiz. Led by professor. (We will not take Faculty Development Day).

Review of criticisms continued…. Led by professor.

Quiz on the Criticisms.

Literature as communication: Reading for persuasive techniques in texts. Recognizing classical forms of address in texts (class handout)

Practice textual reading with an eye on persuasive devices.

Literature as live and dynamic verbal construct (message/expression): Textual analysis using “generic questions” (Callaghan and Dobyns).

May

04 Practice textual reading using generic questions (class handout).
05 Literature as inter-textual discourse (conversation among writers and readers: intertextuality (class handout).
06 Structure of the Interpretive Literary Essay: Theme and Organizing principle.
07 Assignment for analytical and interpretive paper on a SINGLE text.
11 Analysis and interpretation of individual works in prep for paper.
12 Analysis and interpretation of individual works in prep for paper.
13 Analysis and interpretation of individual works in prep for paper.
14 Bring the Draft Introduction of your paper to class & paper outline. Group/Class work.
18 Instructions for Interpretive Paper on MULTIPLE texts (Final Paper)

Paper 1 (Analysis paper on a single text) is due.

19 Class work on texts in prep for multiple texts paper.
20 Class work on texts in prep for multiple texts paper.
21 Brainstorm themes and theses and organizing plan for Final Paper.

Memorial Day Holiday.

26 Bring to class a description of the topic, argument, and structure of the interpretive paper based on multiple texts: a full outline.
27 Bring to class the draft introduction of Final Paper.
28 Brainstorm the analysis and interpretive parts of Final Paper. Sign-up for office conference (see below) on the Final Paper.

June 1, 2, 3, 4: Office Conferences -- bring your Introduction to Final Paper.

8-11 Final Exam Week

11 Final Paper (on multiple texts) is due in the Eng. Dept. office.

Note: There may be changes in the schedule/assignments as we work into the quarter. The very best to every one of you! PP