ENG 303.001 Principles of English Studies        Fall/2015/Pimomo

Office:        L&L 408 F; Phone: 963-1553; Email: pimomop@cwu.edu
Office hours:  MTWT: 11:00-12:00 AM & by appointment
Class days:    Monday through Thursday. Friday is a research-and-writing day.

Texts:
2. G. Brosi, *Appalachian Gateway* (for selected readings)

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 contexts (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.

Policy on papers and missed work: Late papers are accepted only for authorized university reasons. No make-up for missed work is given except for documented reasonable circumstances.

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

Disability Policy
Students with disabilities should contact Disability Services to discuss a range of options for removing barriers, including accommodations. Student Disability Services is located in Hogue 126. Call (509) 963-2214 or email ds@cwu.edu for more information.
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. Do speak up thoughtfully and freely, but do not advocate violence as a way to solve real life problems or model aggressive behavior in your interaction with people in the class. Please be on time for class.

Graded Assignments:
- A two-page essay on your experience of reading & writing (Sept 28) … 5%
- A group presentation & an individual written report of your presentation: 15%
- Quizzes (announced and unannounced) ………………………………… 20%
- Paper outlines and drafts ……………………………………………… 10%
- Analysis paper (5 or so pages)…Due Nov 24…………………………… 20%
- Interpretive/research paper (6 to 8 pages). Due Dec 8 ………………… 30%
- Paper revisions and late submissions, if necessary, may be agreed upon in class as the quarter progresses. No make-up for missed work is allowed except for documented reasonable causes.

Percentage points conversion to Letter Grades Table:

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<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95-100</td>
<td>A</td>
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<tr>
<td>90-94</td>
<td>A-</td>
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<tr>
<td>85-89</td>
<td>B+</td>
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<td>80-84</td>
<td>B</td>
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<td>75-79</td>
<td>B-</td>
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<td>70-74</td>
<td>C+</td>
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<td>65-69</td>
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<tr>
<td>45-49</td>
<td>D-</td>
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<tr>
<td>00-44</td>
<td>F</td>
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</tbody>
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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 to you hope this class will help you improve your knowledge and your writing? This essay is due Sept 28, Monday.

Class Presentation:
I’ll put you into groups of 3 or 4 students for class presentations on assigned topics. Each group will make a full class period presentation. Your presentation grade will be the average of the group’s and your own, plus your individual written report.

Grading criteria:
- 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 material you presented and your experience of presenting it to the class. Summarize the information and comment on its importance and usefulness to you. **The write-up is due a week after your presentation.**

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

**September**
23 Course Introduction & self introductions
24 A demonstration by professor of “how to do” literature (Wordsworth’s “She dwell”); & **Sign up for Class Presentation.**
28 Read and take notes for class: Lynn, Preface & Chapter 1 (pp. xiii-13)
**Class Presentation groups and days will be announced.**
**Essay on reading and writing experience is due.**
29 Professor’s essay on Poetry in Canvas.
30 Read Appendix I (John Donne’s “The Canonization), pp. 254-255.

**October**
01 Brainstorm themes and thesis statements for interpretive papers based on Wordsworth’s and Donne’s poems.
05 Read and take notes: Lynn, Chapter 2, Critical Worlds, pp. 14-35 & Appendix 2, pp. 256-259.
06 **Class Presentation** of Lynn’s Chapter 3, **New Criticism**, 36-61.
07 **Class Presentation**, Lynn, Ch. 4, **Reader-Response**, 64-99.
08 **Class Presentation** Lynn, Ch. 5, **Deconstruction**, 102-136.
12 **Class Presentation**, Lynn, Ch. 6, **Historical etc.**, 138-188.
13 **Class Presentation**, Lynn, Ch. 7, **Psychological Criticism**, 190-215.
14 **Gender Criticism**, Lynn, Ch. 8, **Class Presentation**, 218-251.
15 Study/Review all the Critical Approaches chapters at home (Homework).
19 Review of all the Criticisms in preparation for quiz. Led by professor.
20 Review of criticisms continued…. Led by professor.
21 **Literature as communication:** Reading for **persuasive techniques** in texts. Recognizing classical forms of address in texts (class handout)
22 Practice textual reading with an eye on **persuasive devices**.
26 **Quiz on the Criticisms.**
27 **Literature as live and dynamic verbal construct** (message/expression):
Textual analysis using **“generic questions”** (Callaghan and Dobyns).
28 Practice textual reading using generic questions (class handout).
29 Literature as inter-textual discourse (conversation among writers and readers: **intertextuality** (class handout).

**November**
02 Structure of the Interpretive Literary Essay: Theme and Organizing principle.
03 Assignment for analytical and interpretive paper on a **SINGLE** text.
04 Analysis and interpretation of individual works in prep for paper.
05 Analysis and interpretation of individual works in prep for paper.
09 Bring notes/plan for paper to class. Group/Class work.
Instructions for Interpretive Paper on *MULTIPLE* texts (Final Paper).

**Veterans Day Holiday**

11 Class work on individual texts in prep for multiple texts paper.

*Analysis and interpretive Paper on a single text is due.*

16 Class work on individual texts in prep for multiple texts paper.

17 Class work on individual texts in prep for multiple texts paper.

18 & 19: Read and take notes from “Prison Culture” section on CWU website under “Mass Incarceration” in preparation for paper. Also read from the same website (further down the page) Ta-Nehisi Coates’ *The Black Family in the Age of Mass Incarceration*” (published in *The Atlantic*).

23 Bring research findings from “Prison Culture.” Brainstorm themes and theses and organizing plan for paper.

24 Bring to class a description of the topic, argument, and structure of the interpretive paper based on multiple texts: a full outline. 

Sign-up for office conference (see below) on the Final Paper.

25-27 **Thanksgiving Recess**

December

01, 02, 03: **Office Conferences -- bring your plan for the paper.**

07-10 Final Exam Week

09 **Interpretive Paper on multiple texts is due.**

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