



ENG 300: INTRODUCTION TO LITERARY STUDIES
MOREHEAD STATE UNIVERSITY
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Office: Faculty House 1, Room 112
Office Hours: 10:00-12:00 T-TH

COURSE DESCRIPTION

ENG 300 is designed for English majors and minors as an advanced introduction to literary studies. The course will focus on basic literary terminology, literary research and documentation techniques, and fundamental theoretical issues in studying literature.

PURPOSE OF COURSE

The purpose of this “cornerstone” course is to provide students with an overview of literary studies, as well as the basic skills and professional viewpoints necessary to complete the English major. Additionally, this course will require students to begin a portfolio of written work to be compiled during their progress through the English major and submitted in the capstone course (ENG 499C) to aid in program assessment.

Required Field Experience Hours: 0

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

GOALS AND STUDENT LEARNER OUTCOMES (SLOs):

In this course, candidates will demonstrate an understanding of/or ability to:

- (1) understand basic terms essential to the study of literature (terminology quizzes and mid-year exam);
- (2) understand basic theoretical approaches and critical problems in the study of literature (essay exam and in-class exercises (explicatory, analytical essays, and exam);
- (3) read literature analytically with an awareness of the text’s historical contexts (essay exams, reading quizzes);
- (4) locate and evaluate scholarly materials in the library and online (reading quizzes, explicatory and analytical essays); and
- (5) write critically about literature (reading quizzes, essay exam and analytical essay).

Candidates’ success in reaching these outcomes will be assessed through their class performance on the learning activities listed above.

NCATESPAS/ EPSB Accreditation Alignment of SLOs and CFOs:

Program:	English/Language Arts Teaching 8-12			ENG 300
Aligned with → Assessment ↘ (point values)	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board Themes (EPSB)	NCATE SPAS National Council for the Teachers of English (NCTE)
Terminology Exam (150) CFO: 1 SLO: 1	1	n/a	n/a	1,3
Reading Quizzes (200) CFO: 1 - 5 SLO: 1,2,3	1	n/a	Literacy	1,3
Analytical Essay (300) CFO: 1 SLO: 1,2,3,5	1	n/a	Literacy, closing the achievement gap	1,3
Explicatory Essay (150) CFO: 1 SLO: 1,3,5	1	n/a	literacy	1,3
Final Exam (150) CFO: 1	1	n/a	n/a	1,3

SLO: 1-5				
Diagnostic Exam (50) CFO: 1 SLO: 1 – 5	1	n/a	n/a	1,3

Program: English/Language Arts 8-12 (ENG 300)	
Assessment (point value)	Description
Reading Quizzes (T=200 points)	Unannounced. Be prepared for class and possible quiz each day.
Midterm Terminology Exam (150points)	Expectations shared prior to exam.
Short Critical Essay—Explication (150 points)	The specific requirements for the short essay will be distributed when the assignment is made. See Essay performance criteria below.
Longer Critical Essay (200 Points) Annotated Bibliography 100 (Points)	Analysis (including research) The specific requirements for this essay- research- and bibliography will be distributed when assigned. See Essay performance criteria below.
Final Exam (150 points)	Comprehensive. Format for testing is essay.
Diagnostic Exam (50 points)	Required.

CRITERIA FOR ESSAY GRADES

The superior (A) essay is focused on a significant, interesting thesis concerning the literary works it discusses. It develops ideas fully and coherently, with a great deal of quotation and analysis in support of its major points. It shows full awareness of fundamental concepts in literary analysis. It is stylistically adept and grammatically competent. Often, the superior essay cites secondary sources in order to frame and develop ideas. In general, the essay demonstrates mastery of critical reading and writing skills, and it gives readers a deeper understanding and appreciation of the works it discusses.

A good (B) essay is focused on an interesting thesis, and it generally develops ideas fully and coherently, though there may be minor lapses in its development of ideas. It is generally less adept in its application of fundamental concepts or in its style than is the A essay.

An average (C) essay is focused and generally coherent, but its thesis may be trite or self-evident, or it may develop many ideas in only a cursory manner. It indicates that the writer is not yet prepared to think in sufficiently sophisticated ways about literary works or to analyze literary texts in a way that gives readers new understanding and appreciation of the texts.

A poor (D) essay lacks some combination of focus, coherence, development, and/or clear expression of ideas. The writer seems to understand little about how to write competent literary analysis (and this lack of understanding often results in an essay consisting in plot summary rather than analysis). The essay may be marred by recurrent, serious grammatical problems.

A failing (E) essay has no thesis, fails to address the question, or is plagiarized.

Grading Scale:

Total points possible = 1,000

A = 90% - 100%; B= 80%-89%; C = 70% - 79%, D = 60% - 69%, E = > 60%

ATTENDANCE:

The final average will drop one letter grade for each absence beyond four. The grade for a late paper will be lowered by 5% for each day it is late.

TEXTBOOKS

Gardner, Janet E. *Writing about Literature: A Portable Guide*. 2nd ed. NY: Bedford/St. Martin's, 2009.

Harmon, William and Hugh Holman. *A Handbook to Literature*. 10th ed. Upper Saddle River, NJ: Prentice Hall 2005. (Any recent edition is fine.)

The literary texts we will be reading and discussing in class can be found in Blackboard's Course Documents.

Our primary sources for information about literary theories will be not printed texts but websites.

My favorite website for this kind of information is Dino Felluga's "Introductory Guide to Critical Theory" (<http://www.cla.purdue.edu/English/theory/>) which contains explanations, definitions of terms, "modules" on specific theorists, and sample applications of each theory. Felluga does not, however, discuss New Criticism and reader-oriented theory in any detail; fortunately, Kristi Siegel's "Introduction to Modern Literary Theory" (<http://www.kristisiegel.com/theory.htm>) fills in these gaps. You may also find useful Mary Klages' lecture notes for the course "Modern Critical Thought" (<http://www.colorado.edu/English/courses/ENGL2012Klages/lecturelinks.html>) and Ross Scaife's "Glossary of Rhetorical Terms with Examples" (<http://www.uky.edu/AS/Classics/rhetoric.html>). In Blackboard Course Documents, I have posted Warren Hedges' timeline for American literary theory.

CAMPUS SAFETY

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at www.moreheadstate.edu/emergency.

PLAGIARISM

The Department of English, Foreign Languages, and Philosophy is strongly committed to academic honesty. For your information, here is the definition of plagiarism:

Using another author's words, sentences, or even ideas without explicit acknowledgment is plagiarism. If you quote directly from a source, put the sentence(s) or portion(s) of the

sentence(s) you use in quotation marks. Then indicate your debt with a footnote or a parenthetical annotation.

AMERICANS WITH DISABILITIES ACT (ADA)

In compliance with the American with Disabilities Act, all qualified students enrolled in this course are entitled to “reasonable accommodations.” It is the student’s responsibility to inform the instructor of any special needs before the end of the second week of classes. Professional staff from MSU Academic Services Center (ASC) coordinates efforts to address accessibility needs and class accommodations with instructors of students who have learning or physical disabilities. Faculty will cooperate with the ASC staff to accommodate the needs of students taking departmental courses.

CLASSROOM ETIQUETTE

Please turn off cell phones and put them away when you come to class.

Please do not bring tobacco products to class.

Please show respect to others in the class by listening carefully and responding thoughtfully when others are speaking.

Weekly Schedule

August

M 17 Introduction to class

W 19 Gardner, Chapter 1: Critical Reading

M 24 Gardner, Chapter 2: Thinking and Writing Critically

Terminology in *Handbook to Literature*: tension, ambiguity, paradox, irony, theme, motif, allusion

Readings (Blackboard): Levis, Rukeyser, and Levertov

W 26 Diagnostic Exam

M 31 Gardner, Chapter 3: Types of Critical Writing

Terminology in *Handbook to Literature*: figurative language, metaphor, simile, metonymy, synecdoche, personification

Readings (Blackboard): Plath and Rich

September

W 2 Terminology in *Handbook to Literature*: explication, close reading, genre, mode, convention, allegory

Readings (Blackboard): Sexton and Clifton

Choose a poem for your explication and identify it on Blackboard by class time

M 7 Labor Day

W 9 Gardner, Chapter 4: Elements of Fiction

Terminology in *Handbook to Literature*: point of view, plot, characterization, setting, theme, symbolism, style, genres and modes of fiction
Reading: “Bartleby the Scrivener,” (www.bartleby.com/129/ or www.fullbooks.com/Bartleby-The-Scrivener.html).

- M 14 Gardner, Chapter 5: Elements of Poetry
Terminology in *Handbook to Literature*: speaker, interlocutor, meter, rhyme scheme, stanza, chiasmus, zeugma
Readings (Blackboard): Donne and Sidney
- W 16 Terminology in *Handbook to Literature*: genres and modes of poetry
Readings (Blackboard): Heaney and MacLeish
- M 21 **Explication due on Blackboard by class time; workshop responses due by midnight Wednesday, 9/23**
- W 23 Gardner, Chapter 6: Elements of Drama
Reading: John Dryden, *All for Love*, Acts 1-2 (www.fullbooks.com/All-For-Love.html or <http://www.gutenberg.org/etext/2062>)
- M 28 Terminology in *Handbook to Literature*: act and scene, plot, mimesis, peripateia, dramatic unities, catharsis, genres and modes of drama
Reading: *All for Love*, Acts 3-5
- W 30 **Revision of explication due**; review for midterm exam

October

- M 5 **Midterm Exam**
- W 7 Gardner, Chapter 8: Literary Theory and Criticism
- M 12 New Criticism: Siegel
Reading: “Holy Sonnet XIV”
- W 14 Structuralism: Siegel
Reading: “The Road Less Travelled”
- M 19 Reader-Response and Reader-Oriented Theory: Siegel
(www.kristisiegel.com/theory.htm)
- W 21 **Reading: “The Cask of Amontillado”**
- M 26 Psychoanalytic Theory: Siegel and Felluga (www.purdue.edu/guidetothory)
- W 28 **Reading: “Ligeia”**

November

- M 2 Feminism, Gender Studies, and Queer Theory: Siegel and Felluga
Reading: “Rappaccini’s Daughter”
- W 4 Marxism: Siegel and Felluga

M 9 **Reading: “Bartleby the Scrivener”**
W 11 **Annotated Bibliography due on Blackboard by class time**

M 16 **Analytical Essay due on Blackboard by class time; workshop responses due by midnight, Friday, 11/20**
W 18 Poststructuralism (Deconstruction, New Historicism, Postcolonialism): Siegel and Felluga

M 23 **Reading: The Tempest**
W 25 Thanksgiving Break

M 30
December
W 2 **Revision of analytical essay due**; review for final exam
Final Exam