



Eng 495 Seminar: Major Author: William Faulkner Fall 2009

Department of English/Caudill College of Arts, Humanities, and Social Sciences

Morehead State University

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Office Hours: TThF2 9:30-11:30 a.m.

(I will be widely available during the week at other times)

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Course Description

Specific to the MSU 2008-2009 Catalog (“Intensive study of one or more major figures in the literature of the world”), in this course, we will collectively examine five major and representative works of long fiction in the canon of Pulitzer- and Nobel Prize-winning Mississippi author William Cuthbert Faulkner (1897-1962) from a critical and historical/cultural approach. In addition, we will consider what makes an author “major” and how the critical tradition that springs up around an author shapes and influences not only literary history, but also readers’ perceptions of the author’s work. Individually, students will research and explore an example of Faulkner’s short fiction, adopting a case study approach.

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.

Required Materials, Resources, and Competencies

Absalom, Absalom! (Vintage ed. 1991).

As I Lay Dying. (Vintage ed. 1991).

Go Down, Moses. (Vintage ed. 1991).

The Reivers. (Vintage ed. 1992).

The Sound and the Fury (Norton Critical Edition). (W.W. Norton. 2nd ed. 1993).

In addition, you will be expected to seek out a Faulkner story from either Faulkner’s collected short stories or one of his individual collections, and you will be required to access selected Faulkner criticism from online databases in anticipation of a completing a working annotated bibliography and making a class presentation.

An active email account that you check daily. From time to time, I may send important materials that you need for the next class period. You will also be sending me electronic versions of your assignments, so it is imperative that whatever email server you use, it will accept attachments.

Access to Blackboard. I will set up a Blackboard site to enhance the course this semester.

Course materials such as directions for assignments and a few readings will be found on the Blackboard site. Paper copies of documents will not be supplied this semester.

Learner Outcomes and Accompanying Measures

Learner Outcome	Measures of Learning Outcomes
Students will develop an awareness of William Faulkner as a major figure in 20 th Century American and Southern literature, including his contributions to the literary period in which he wrote and his advancement of fiction as a genre.	Study of historical and contextual documents, close reading of primary texts, analysis of critical materials, devising of discussion questions, completion of critical writing, and the completion of research leading to a working annotated bibliography, class presentation, and case study.
Students will practice and enhance their existing close reading and analytical skills appropriate to a 400-level major author seminar.	The reading and analysis of primary texts leading to the formulation of discussion questions and the successful completion of critical writing, including in-class extended quizzes.
Students will demonstrate a mastery of research skills and methodologies in support of advanced literary study.	The creation of original academic arguments enhanced by critical contextualization, the successful

	completion of a working annotated bibliography leading up to a class presentation, and the successful completion of a short fiction case study and proposal.
Students will demonstrate a better than average ability to create written texts indicative of advanced study in literature, including both content and stylistic issues and citation form.	The expression of analytical perspectives about literary expressed in original arguments about works on the syllabus demonstrated in class in the formulation of critical discussion questions, the completion of in-class quizzes, and the successful researching and completion of a short fiction case study and proposal.

Instructional Method

Our study of Faulkner will be conducted via a mixture of short lecture, active reading, ample discussion, and written critical assignments completed both in class and out of class. You will be expected to engage in all relevant activities. In a course on the 400 level, we will not address basic issues of literary interpretation or critical writing. The expectation is that you already have at least an average understanding of how to analyze, interpret, synthesize, and research and write about literary genres or you will seek out individualized instruction outside of class. Moreover, you should be an active participant in your own learning, completing extra reading in any resources put on reserve and consulting credible web resources such as Faulkner on the Web to fill in gaps in your knowledge and to answer your own questions.

NCATE SPAS / EPSB Accreditation Alignment of SLOs and CFOs:

Program:	English/Language Arts Education 8-12			(ENG 495)
Aligned with▶	Kentucky	Kentucky	Education	NCATE SPAS
Assessment▼	Teacher	Education	Professional	National
(point values)	Standards	Reform Act	Standards	Council for
	(KYS)	(KERA)	Board	English
			(EPSB)	Teachers
				(NCET)
Attendance/Tardy (-) CFO: 3 SLO: n/a	10	na	na	na
Reading/Participation(50) CFO: 1 SLO: 1, 4	1	na	literacy	1, 3
Presentation, response (40) CFO: 1 SLO: 1, 2, 3,	1	na	Literacy	1, 3
Extended Quizzes (75/50) CFO: 1	1	na	na	1, 3

SLO: 1-4				
Case Study (40) CFO: 4 SLO: 2, 3, 4	1	na	Literacy	1, 3

Assignment Descriptions:

Program: English/Language Arts Education 8-12 (ENG 495)	
Assessment (point value)	Description
Attendance/Tardy (-)	See description below.
Reading/Participation (50)	You must complete reading assignments according to the daily schedule and to engage actively with all texts (both primary and critical), defined as annotating in the margins or underlining and bringing in observations and questions to share during the class period. To facilitate discussion and to guarantee your engagement with the texts, you will be required to compose two open-ended discussion questions per each long work (for a total of 10 discussion questions over the semester) and you should provide complete answers for your own questions to demonstrate your reading comprehension and consideration of the text. In addition to reading the primary texts on the syllabus, you will also be required to read the articles that will be the subject of group presentations (See below). Additional instructions for completion are supplied in the “Explanation of Assignments” document.
Presentation, Response, Bibliography (40)	With a small group of peers, you will be required to complete an annotated bibliography consisting of five (5) credible critical articles on one of the longer works this semester (25 pts.). You will choose one of those articles and present the substance of the author’s argument to the class with commentary of your own (10 pts.). You will be responsible for generating and moderating discussion on the article in class. And you will respond to, critique, and generally comment on the presentation of another group (5 pts.) in writing. No excuses will be given if you are absent on the day of your presentation or on the day you are required to respond to another presentation. You will all be assigned the same grade (provided you actually do the work and are attending class on the day of the presentation), and no make-ups are possible.
Extended Quizzes (75/150)	You will be asked to complete an extended quiz right after we complete the first three works of the semester (25 pts. each) and then to complete a combined extended quiz for the last two works during the final (50 pts.) exam period. These in-class assignments are considered quizzes rather than exams because they are to be completed right after we finish our examination of each work and will explore each work autonomously. Moreover, my goal is to build a cumulative base of critical

	understanding as we confront each Faulkner work across his career, and my hope is that breaks to reassess each work critically, more formally, and more incrementally will achieve that goal. Quizzes could be made up of a mixture of quotation explication, short answer, and short essay questions. They will not be made up if you are absent.
Case Study (40)	You will be required to complete a case study of a Faulkner short story of your choosing (within certain parameters) of approximately 8-10 pages (35 pts). Two-thirds into the semester, you will be required to submit a proposal detailing the substance of your case study (5 pts.). Additional guide lines will be provided in the “Explanation of Assignments” document.

Course Requirements (additional information)

Attendance: You are required to attend class regularly to participate in class activities. You will be granted five (5) absences only without penalty, which must cover all planned and unplanned absences during the semester. Every absence after five will merit the deduction of five (5) points each from your final grade. Tardies (defined as arriving more than fifteen (15) minutes late by my watch) count as half absences. Cell phones should be shut off at all times, and texting is strictly prohibited. Should you choose to take cell phone calls during class or should you elect to text during class, you may be counted tardy or absent. Class time is to be spent on the subject matter and relevant offshoots.

Evaluation

All due dates are final, and no make-up work or extra credit work is possible. If you hope for an extension on any assignment, I suggest you ask me well in advance, but do not automatically assume you will be granted a grace period. Assignments not submitted by the due dates will receive a O.

Your final course grade will be the sum total of your points applied to the following scale:

229.5-255 A 204-229.49 B 178.5-203.99 C 153-178.49 D 152.99 or below E

To determine your progress at any time, total up your points at that stage. Divide that sum by the total points possible to arrive at a percentage.

Throughout the semester, I will be pleased to discuss with you how you may become a better literary critic, but such a discussion will not focus on your grade. The grade is merely an indication of more important issues, and those issues will be my focus.

Academic Honesty

Plagiarism (representing someone else's words, ideas, concepts, etc. as your own) is a serious offense and will not be tolerated. When using the information generated by others, be sure to include the appropriate MLA citation indicating the original source for the information you're using. If you are in doubt as to whether or not material must be cited, please consult *The MLA Guide for Writers of Research Papers*, *The MLA Style Manual*, any handbook, or ask me.

The OWL at Purdue University provides guidance on avoiding plagiarism and formatting sources:

<http://owl.english.purdue.edu/>

Americans With Disabilities Act (ADA)

In compliance with ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services, any qualifying student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, by calling (606) 783-5188, or at www.moreheadstate.edu/acs/

MSU Safety Statement

Emergency response information will be discussed in class. You should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. Please notify me at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. In addition, you should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>.

A Final Important Note

Please take significant personal responsibility for tracing thematic threads across the works we will be reading. Class discussions will serve as a forum to try out insights you have about the literature, but you must, then, decide for yourself before class what you believe about an author for class discussions to be meaningful. If you remain in this class, you signify that you have been notified of and understand all class policies. No excuses will be made if you have lost these requirements and not accessed another copy.

Daily Schedule of Activities

This schedule represents our basic course and order of study for the semester, but I reserve the right to adjust it as the semester progresses. Each reading is to be completed by the day in which it appears on the syllabus unless otherwise noted.

Week I

Note: The following two articles should have been read by the beginning of the class (Links available at the end of the syllabus):

Levinger, Larry. "The Prophet Faulkner" (from *The Atlantic Monthly*) and Don Doyle's "The World that Created William Faulkner" (a review of Joel Williamson's *William Faulkner and Southern History*).

Aug. 18. Introduction to the course—Start reading next week's assignments.

Aug. 20. Background and introduction (based upon Levinger and Doyle articles and other in-class materials)

Week II

Aug. 25. (In back *The Sound and the Fury (SF)*), 241-261, 203-215

Aug. 27. *SF*, 2-48

Aug. 28. *SF*, 48-113.

Week

III

Sept. 1. *SF*, 113-165
Sept. 3. *SF*, 165-199
Week IV

Sept. 8. Presentation on *SF*
Sept. 10. Quiz on *SF*
Sept. 11. *As I Lay Dying (ALD)*, 3-67
Week V

Sept. 15. *ALD*, 68-127
Sept. 17. *ALD*, 128-193
Week VI

Sept. 22. *ALD*, 194-261
Sept. 24. No class
Sept. 25. No class
Week VII

Sept. 29. Presentation on *ALD*
Oct. 1. Quiz on *ALD*
Notification of short story for case study
Week VIII

Oct. 6. *Absalom, Absalom!*, 3-65 (middle of the page)
Oct. 8. No class—fall break
Week IX

Oct. 13. *AA*, 65-140
Oct. 15. *AA*, 140-207
Oct. 16. *AA*, 207-253
Week X

Oct. 20. *AA*, 254-303
Oct. 22. Presentation on *AA*
Week XI

Oct. 27. Quiz on *AA*
Oct. 29. *Go Down, Moses*, 1-75
Oct. 30. *GDM*, 75-127
Paper proposal due—Faulkner short story case study
Week
XII

Nov. 3. *GDM*, 131-180
Nov. 5. *GDM*, 183-243

Week XIII

Nov. 10. *GDM*, 243-315

Nov. 12 *GDM*, 319-365

Nov. 13. Presentation on *GDM*

Week XIV

Nov. 17. *The Reivers (RV)*, 3-91

Nov. 19. *RV*, 92-170 (First paragraph break)

Case Study due

Week

XV

Nov. 24. *RV*, 170-252

Nov. 25 and Nov. 26 Thanksgiving Break

Week

XVI

Dec. 1 *RV*, 253-305

Presentation on the Reivers

Dec. 3 Faulkner's legacy: Wyatt, David. "Faulkner's Hundred"

Dec. 4. Faulkner's legacy: Winchell, Mark. "The Faulkner Wars" and Jessica Lucero's "Finding Faulkner: Man and Legend" (reviews of several works that chart Faulkner's legacy).

Finals

Week

Quiz on *GDM* and *RV* during the scheduled final exam period—Monday, Dec. 7, 12:45-2:45 p.m.

Class Resources

Sources on Library Reserve

The William Faulkner Encyclopedia—Hamblin and Peek

A Companion to Faulkner Studies—Peek and Hamblin

The Collected Stories of William Faulkner

The Uncollected Stories of William Faulkner

A Student Companion to William Faulkner--Anderson

A Reader's Guide to William Faulkner: the Novels--Volpe

Web Links and Resources:

William Faulkner on the Web (Use this source liberally):

<http://www.mcsr.olemiss.edu/~egjbp/faulkner/faulkner.html>

Levenger, Larry. "The Prophet Faulkner."

[http://web.ebscohost.com/ehost/results?vid=2&hid=103&sid=6e92c0c8-06d5-4109-b4b8-](http://web.ebscohost.com/ehost/results?vid=2&hid=103&sid=6e92c0c8-06d5-4109-b4b8-3f942d29441f%40sessionmgr110&bquery=(The+prophet+Faulkner)&bdata=JmRiPWFw)

[3f942d29441f%40sessionmgr110&bquery=\(The+prophet+Faulkner\)&bdata=JmRiPWFw](http://web.ebscohost.com/ehost/results?vid=2&hid=103&sid=6e92c0c8-06d5-4109-b4b8-3f942d29441f%40sessionmgr110&bquery=(The+prophet+Faulkner)&bdata=JmRiPWFw)
[aCZkYjlmNWgmdHlwZT0wJnNpdGU9ZWVhc3QtbGl2ZQ%3d%3d](http://web.ebscohost.com/ehost/results?vid=2&hid=103&sid=6e92c0c8-06d5-4109-b4b8-3f942d29441f%40sessionmgr110&bquery=(The+prophet+Faulkner)&bdata=JmRiPWFw)

Doyle, Don. "The World That Created Faulkner."

<http://web.ebscohost.com/ehost/detail?vid=4&hid=103&sid=6e92c0c8-06d5-4109-b4b8-3f942d29441f%40sessionmgr110&bdata=JnNpdGU9ZWhvc3QtG12ZQ%3d%3d#db=aph&AN=9412151557>

Wyatt, David. "Faulkner's Hundred."

<http://web.ebscohost.com/ehost/detail?vid=5&hid=104&sid=112596e2-708b-48e1-9e88-ec8a6f047937%40sessionmgr110&bdata=JnNpdGU9ZWhvc3QtG12ZQ%3d%3d#db=aph&AN=9702194443>

Winchell, Mark Royden. "The Faulkner Wars."

<http://web.ebscohost.com/ehost/detail?vid=8&hid=104&sid=112596e2-708b-48e1-9e88-ec8a6f047937%40sessionmgr110&bdata=JnNpdGU9ZWhvc3QtG12ZQ%3d%3d#db=aph&AN=3344519>

Lucero, Jessica. "Finding Faulkner: Man and Legend"

http://muse.jhu.edu/journals/journal_of_modern_literature/v030/30.4lucero.pdf