

ENGL 200: Foundations of Literary Study Fall 2018



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Office Hours: Tues. and Thurs. 11:30 -12:30 and by appointment
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This course is an introduction to the study of literature and the practice of writing. We will focus on the fundamentals of literary study: close reading, analysis, research, dialogue, reflection, writing, revising, and editing. We will also consider the history and evolution of the English major and the place of the humanities in public life.

Welcome to class!

Required Text

Michael Meyer, *Literature to Go*

Recommended Text

Katherine O. Acheson, *Writing Essays about Literature*

Course Objectives

- To introduce students to the foundations of literary study
- To strengthen skills of close reading, critical thinking, and purposeful writing
- To build a vibrant learning community

Upon completing this course, a student should be able to:

- Identify and describe literary genres
- Offer strong interpretations of complex texts in writing and in speech
- Summarize, paraphrase, and quote from texts in writing
- Compose thesis-driven arguments about literature

Requirements

1. Participation and Attendance 20 points
2. Four Exercises 20 points
3. Four Reader Responses 20 points
4. Public Humanities Activity 20 points
5. Essay 20 points

1. Participation and Attendance / 20 points

Always be prepared for class. Bring with you the literary work under discussion.

You are allowed three absences for whatever reason. **If you miss more than three classes, unless there is a documented emergency, you will not pass the class.** See emergency policy below. Please consider carefully whether this is the class for you.

Routine tardiness will count as one absence. I will let you know when I have marked you as absent for this reason. If lateness continues, I will ask you to meet with me.

2. Four Exercises / 20 points

You will turn in four short assignments that will give you practice offering close readings, responding to scholars, writing creatively, and summarizing a critical text. Due dates on schedule.

3. Four Reader Responses / 20 points

You will compose four Reader Responses (500 words each). Three will be critical analyses and one will be a creative response. You can choose when you write the creative response.

Critical Analyses should focus on a single passage, idea, theme, question, or image from a literary work. See sample and "Quotation Review" on ECampus. Be sure to do the following:

- a) Include at least **three direct quotations** from the literary work and provide page numbers in parenthesis after the quote.
- b) Compose idea-driven and coherent paragraphs. In each paragraph, offer a topic sentence, develop a single important idea or observation, and transition into the next paragraph or, in the final paragraph, conclude your reflection.

****Read and incorporate these suggestions for writing good paragraphs.

<http://writing.wisc.edu/Handbook/Paragraphing.html>

For the **Creative Response**, you do not need to quote directly from the literary work, but it should be obvious how you are responding to the literature. The word-count might also

differ from the critical ones, and that is fine. Below are suggestions. You are not limited to these. Feel free to experiment.

- **Be the Author:** Write an additional scene to one of our works. Your scene should illuminate an important question or insight about the original. You can create a scene that would occur within, before, or after the fiction or nonfictional work.
- **Create a dialogue:** Imagine a conversation between two characters. The characters could be from the same or from different literary works. Again, be sure that your creative dialogue offers an important insight into the original.
- **An Interview:** Imagine an interview with a character or the author of one of our works. Explain who is conducting the interview, where, when, etc. Your interview should help us to define key terms, understand difficult concepts, or make sense of a confusing part of the work.
- **Write a Letter:** Compose a letter to an author or character. This letter should discuss a real question you have about the text and convey your interpretation.
- **Write a Poem:** You could experiment with an established form (villanelle, sonnet, haiku) or write in free verse.

4. Public Humanities Activity / 20 points

You can fulfill this assignment in two ways: 1) by participating in a minimum of two humanities-related events associated with the English Department, the University, the Campus Read, or Morgantown; or 2) by volunteering a minimum of three hours with a humanities-based public effort (such as the Appalachian Prison Book Project, Literacy Volunteers, reading in the local schools, a Wikipedia edit-a-thon, etc.) The humanities consist of the following disciplines: history, literature, writing, the law, religious studies, philosophy, world languages, and the classics. Please ask if you are not sure if an event would qualify as “humanities-related.” I will update you on opportunities throughout the semester.

After you have completed the activity, write a 500-word reflection on the event and your engagement. These are due at any point in the semester, with a **final deadline of 11/15**.

Find out more about the events associated with this year’s Campus Read at <https://campusread.wvu.edu/attend-our-events>.

Learn more about the Appalachian Prison Book Project at <https://aprisonbookproject.wordpress.com/>.

5. One Essay / 20 points

You will write one critical essay (5 pp) that offers a close reading, sustains a logical argument, and integrates at least one secondary source. I will give you a specific assignment down the road.

Submission Requirements

Written assignments must be uploaded on ECampus in the appropriate folder by the due date.

Submit your materials in Word. Papers should be typed in a 12pt font and double-spaced with 1-inch margins. ***Always number your pages.

Writing Resources

SpeakWrite

ENGL 200 has been designated a SpeakWrite course by the Eberly College of Arts and Sciences. As part of the Eberly College's commitment to fostering effective communication skills, this course will:

- Emphasize informal and formal modes of communication
- Teach discipline-specific communication techniques
- Use a process-based approach to learning that provides opportunities for feedback
- Base 100% of the final grade on successful written and spoken performance



Purpose: What exactly do I want to happen?

Audience: Who is reading, listening, or viewing?

Conventions: What is expected in this context?

Trouble: What could get in the way of my goals?

Writing Studio

The Writing Studio strives to help all members of the university community learn more about effective communication practices. Professional and friendly consultants work one-to-one on all stages of the writing (or speaking) process, from note-taking and pre-writing to revision strategies, proofreading techniques, and presentation practice.

Because the Writing Studio works to teach students ways to improve their own work, consultants will not proofread, edit content, or discuss grades. It is helpful to bring your assignment prompt with you on your visit. To make an appointment, call 304.293.5788 or visit the Writing Studio website (<http://speakwrite.wvu.edu/writing-studio>).

English Major Program Goals

Upon completing a B.A. in English, a student should be able to:

1. Interpret texts within diverse literary, cultural, and historical contexts.
2. Demonstrate a general knowledge of the social and structural aspects of the English language.
3. Demonstrate a range of contextually effective writing strategies.

Not all English courses will address all three goals; some will focus particularly on one goal. The English major curriculum as a whole will provide multiple opportunities to address every goal. The following aspects of Goal 1 are especially important to our class.

- Identify and analyze effects of complexity or ambiguity
- Locate texts in social, economic, political, and literary history
- Connect a text to other literary or cultural texts

GRADING SCALE

A+	100-98;	A	97-92;	A-	91-90
B+	89-88;	B	87-82;	B-	81-80
C+	79-78;	C	77-72;	C-	71-70
D+	69-68;	D	67-62;	D-	61-60
F	below 59				

PROCEDURES and EXPECTATIONS

ECampus and Email

The syllabus and select course materials are available on ECampus. I will also record points for each assignment on ECampus. I will use your MIX email accounts to communicate with you. Please check MIX regularly.

Academic Integrity

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, instructors will enforce rigorous standards of academic integrity in all aspects and assignments of their courses. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the West Virginia University

[Academic Standards](#)

[Policy \(http://catalog.wvu.edu/undergraduate/coursecreditstermsclassification\)](http://catalog.wvu.edu/undergraduate/coursecreditstermsclassification).

Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.

Cell Phone Courtesy. Please turn off cell phones.

Inclusivity Statement

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in your classes, please advise your instructors and make appropriate arrangements with [the Office of Accessibility Services](http://accessibilityservices.wvu.edu/).
([https://accessibilityservices.wvu.edu/](http://accessibilityservices.wvu.edu/))

More information is available at the [Division of Diversity, Equity, and Inclusion](#)

Emergencies or Health Crises. If you have an emergency or serious health problem in the course of the semester, once you have the opportunity, you should contact the Office of Student Life in E. Moore Hall (293-5611). The Dean of Student Life will communicate with me. Please reserve the Dean's services for serious circumstances.

Student Support Services

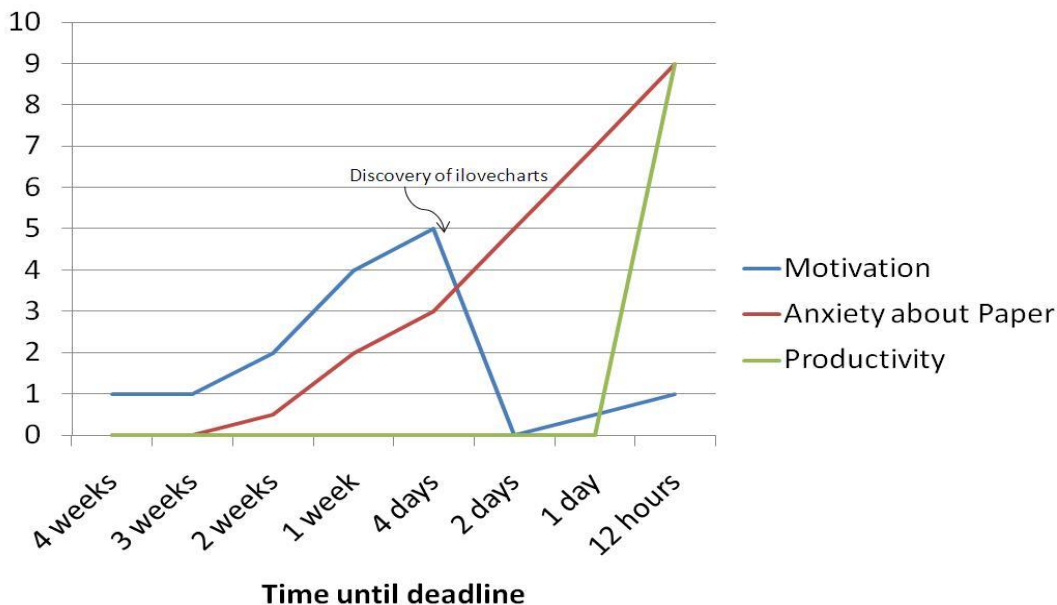
Counseling Services: http://well.wvu.edu/ccpps/counseling_services

Division of Student Life: <http://studentlife.wvu.edu/about>

Emotional and Physical Wellbeing: <http://well.wvu.edu/>

Student Disability Services: <http://accessibilityservices.wvu.edu/accomm>

The Paper-writing Process



SCHEDULE

The course outline is subject to change. If changes are made, I will give adequate notice.

Assignments are due by class time on the given date. *Indicates material that you will bring to class rather than upload on ECampus

DATE	TOPICS AND READING ASSIGNMENTS	DUE DATES
8/16	<p>Introductions Syllabus Wisława Szymborska, "Two Monkeys"</p>	
8/21	<p>Why English? "Myth of the English Major Barista" https://www.insidehighered.com/views/2016/07/06/cultural-implications-myth-english-majors-end-working-permanently-starbucks-essay "The Evolving English Major" https://www.insidehighered.com/news/2018/07/18/new-analysis-english-departments-says-numbers-majors-are-way-down-2012-its-not-death "How to do a Close Reading" https://writingcenter.fas.harvard.edu/pages/how-do-close-reading [online]</p>	
8/23	<p>Reading Fiction 13-14 Chopin, "The Story of an Hour" 15-16</p>	
8/28	<p>Symbolism 170-173 Ellison, "Battle Royal" 176-188 Discussion of Close Reading and Reader Responses</p>	
8/30	<p>Quotation Review "Canon Fodder: Denouncing the Classics" https://www.newyorker.com/books/page-turner/canon-fodder-denouncing-the-classics</p>	<p>Exercise 1: Choose one or two sentences from "Battle Royal" or "The Story of an Hour" and write an analysis that situates the passage in the context of the overall work. Analyze key words, ideas, or images in the quotation. (approx. 250 words).</p>

9/4	Character 77 Melville, "Bartleby, the Scrivener"	
9/6	"Bartleby, the Scrivener" (cont.)	
9/11	Theme 190-193 "A Study of Flannery O'Connor" 237-256	First Reader Response to one of our fictional works. See syllabus instructions.
9/13	Kincaid, "Girl" 312-313	
9/18	"Critical Approaches to Literature" [ECampus/Readings]	
9/20	How to integrate quotations into your writing Discussion of Public Humanities Activity	
9/25	Nussbaum, "The Narrative Imagination" [ECampus/Readings]	Exercise 2: Write a 350-500 word response to Nussbaum. Address the writer with questions or observations.
9/27	"Find Your Passion is Terrible Advice" https://www.theatlantic.com/science/archive/2018/07/find-your-passion-is-terrible-advice/564932/ [online]	
10/2	Reading Poetry 323 cumings "Thy Fingers..." [handout] Marvell, "To His Coy Mistress" 363	
10/4	Dickinson, "A Bird..." 431; "I Heard a Fly..." 439; "Much Madness..." 536	
10/9	Shakespeare, "Shall I Compare Thee" 467 Wordsworth, "World is Too Much..." 466 McKay, "If We Must Die" [handout]	
10/11	Keats, "Ode on a Grecian Urn" 376 Whitman, "I Sing..." 483	Second Reader Response to one of our poems
10/16	Brooks, "We Real Cool" 375 Forman, "Poetry Should Rise the Bus" 384 Espada, "Mexican Cabdriver's..." 406	

10/18	No class—Writing Day	
10/23	Open Mic	Exercise 3: Write a poem
10/25	Doing Research Meet in WVU Downtown Library Room 2036. Bring laptop or check one out at library.	*Identify at least one potential literary work and topic for your essay.
10/30	Reading Drama 563 Glaspell, <i>Trifles</i>	Third Reader Response (your choice)
11/1	Discussion of Scholarly Article Exercise	*Bring citation for your article
11/6	No class—Election Day	
11/8	How to write an essay about literature Topic into a Thesis	Exercise 4: Summary of scholarly essay
11/13	Writing Workshop	*Bring preliminary thesis statements
11/15	Discussion of Activities	Reflection on Public Humanities Activity
Break		
11/27	5-minute presentations on essays	Drafts of Essay
11/29	5-minute presentations on essays	
12/4	“Higher Education in a World Where Students Never Graduate” https://www.insidehighered.com/digital-learning/views/2018/08/01/role-university-world-where-students-never-graduate-opinion [ECampus/Readings]	Fourth Reader Response to one of the articles we have read on the field of English or higher education
12/6	Concluding Thoughts	Final Essay

Optional 12/7: Come see senior English majors present their research projects! Colson 130.