
English 2100: Introduction to Literary Studies

Fall 2018

Professor Andrea Knutson

Wednesdays 6:30-9:50

169 South Foundation Hall

Course Description and Objectives

English 2100 is the prerequisite for 300- and 400-level courses in English. The course is designed for English majors and minors, and its chief objective is to familiarize students with the basic methods of literary study and research. The broad foundation of English 2100 prepares students for more advanced courses in literature. Skills to be emphasized include:

- Recognizing major literary genres, subgenres, and kinds
- Interpreting literary works according to their formal features
- Writing about literature: response paper, close reading, and research exercise
- Locating, summarizing, evaluating, and citing scholarly sources
- Using the MLA documentation system

Required Texts (Available at the Campus Barnes and Noble)

- *The Norton Introduction to Literature*, Ed. Kelly J. Mays. Shorter 12th edition. New York: Norton 2016
- *A Pocket Style Manual*. Diana Hacker and Nancy Sommers, eds. (Bedford/St. Martin's, 8th Edition)

Additional texts may be distributed in class or online through Moodle

How to Reach Me

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Phone: 248-370-2258

Email knutson@oakland.edu (It's the best way to contact me.)

Office Hours: Mondays and Wednesdays 5:30-6:15 and by appointment

Policies and Expectations

Out of respect to me, your fellow students, and to the learning experience, you need to come to class every day having done all the reading and assignments scheduled. You need to be on time to avoid distracting anyone, especially me, and you need to be prepared to ask questions and contribute to the discussion. All of these expectations may go without saying, but meeting them requires diligence and regular practice on your part.

In addition, use of technologies such as smart phones or cell phones (mobile devices) and laptops is prohibited (unless instructed by me). Whispering or having conversations while others are speaking is also prohibited. I will not tolerate classroom disruption. You'd be surprised at how obvious it is when you are texting in class, and it's really distracting to me and for your classmates. If you're using technology in class, I will record it as an absence for the day, and you will be notified of that absence. While you're in class you'll need to stay focused on classroom activities and discussions.

To facilitate a learning environment, disruption is prohibited. To that end, there will be penalties for leaving class during the hours it's in session. If you leave during discussion or during any

Grade Scale

A/4.0

A-/3.7

B+/3.3

B/3.0

B-/2.7

C+/2.3

C/2.0

C-/1.7

D+/1.3

D/1.0

F/0.0

Teaching Statement

I believe in building classroom communities that are both welcoming and challenging. You, the student, play a vital role in this community: your contributions and questions help the rest of us evaluate and develop our ideas. In turn, I ask that you be collegial, and open to the examination of your own ideas. I also believe that learning should be a transformative experience for all involved; with your help, I expect to leave this course with a richer perspective than when I entered, and I hope the same will be true for you.

I practice an inclusive pedagogy: I value differing experiences of and perspectives on religion, sexual orientation, race, class, sex/gender, (dis)ability, and nationality, as well as different approaches to learning. I pledge to treat all students fairly. I will not tolerate hate speech or harassment of other students inside or outside the classroom. If you have concerns about the above, please feel free to see me at any time.

Course Requirements**Class Participation (Includes in class activities) (10%)**

This portion of your grade will be determined by the quality and degree of participation in our class meetings. Class participation doesn't necessarily mean making grand, eloquent statements to your peers. Class participation involves active listening and questioning, dialogue, and wondering aloud. When you ask questions, you demonstrate your interest in learning and in understanding. Discussion helps to develop good oral communication skills, enables each member of the class to share ideas, and it generally enriches the learning experience for all involved. As we share our ideas, each of you is expected to remain respectful and open-minded. Finally, an important note: the quality of your contributions to the discussion will determine this grade. Students who are genuinely and creatively engaged in the material and in our discussions will receive high marks for this portion of their final grade.

Examinations (Midterm=15% and Final=15%)

There will be two examinations: one midterm and one final. Both examinations will take place in class, and both will consist of a combination of short answer and longer essay questions. The best strategy to succeed on the exams is to attend class, take a lot of notes, and keep up with the readings.

Short Close Reading Analyses (#1=10% and #2=15%)

A handout for these assignments will be provided.

October

3 (W)

Theme (383-387)

Stephen Crane, "The Open Boat"

Poetry: Reading, Responding, Writing (698-721, including Aphra Behn, "On Her Loving Two Equally")

Theme and Tone (794-798)

W.D. Snodgrass, "Leaving the Motel"

Maxine Kumin, "Woodchucks" and Adrienne Rich, "Aunt Jennifer's Tigers"

10 (W)

Meet in Kresge Library Room 222 for Research Orientation

Speaker (735 – 741, including poems by X.J. Kennedy, Robert Browning, and Margaret Atwood)

Langston Hughes, "Ballad of the Landlord" (744)

Situation and Setting: What Happens? Where? When? (761-763, including Rita Dove, "Daystar" and Linda Pastan, "To a Daughter Leaving Home")

17 (W)

Midterm Examination

24 (W)

Metaphor, Simile, and Personification (837-840, including William Shakespeare, ["That time of year thou mayst in me behold"], Linda Pastan, "Marks," and Robert Burns, "A Red, Red, Rose")

Symbol (848-851, including James Dickey, "The Leap"), Robert Frost, "The Road Not Taken"

The Sounds of Poetry (863-871, including Helen Chasin, "The Word Plum," Kenneth Fearing, "Dirge")

***Close Reading Analysis #1 Due

31 (W)

Elements of Drama (1178-1187)

Henrik Ibsen, *A Doll House* Act 1 (1655-1674)

Ibsen, *A Doll House* Act 2 (1674-1689)

November

7 (W)

Ibsen, *A Doll House* Act 2 cont'd (1674-1689)

Ibsen, *A Doll House* Act 3 (1689-1704)

***Close Reading Analysis #2 Due

14 (W)

Writing About Literature: Paraphrase, Summary, Description (1885-1889)

Evaluating Sources, Annotated Bibliography, Avoiding Plagiarism (Pocket Guide 100-107, 114-

117), Integrating Sources (Pocket Guide 118-125*, 127-131) MLA List of Works Cited Guide

(Pocket Guide 140-173) ***Bring Secondary Sources to Class

21 (W)

The Writing Process Ch. 29 (1910-1922) ***Bring Secondary Sources to Class

The Literature Research Essay Ch. 30 (1923-1933)