

Oakland University
College of Arts and Sciences
Fall 2018

English 2100: Introduction to Literary Studies
MWF 9:20–10:27am Wilson Hall 105

Professor Freed
540 O'Dowd Hall
freed@oakland.edu

Office Hours:
MWF: 10:45–11:30
and by appointment

COURSE DESCRIPTION

From the Course Catalog

Introduction to literary research, the writing conventions of literary criticism, and the critical analysis of drama, prose fiction, and poetry. Required for the English major and minor. Prerequisite for the 3000-level literary history and capstone courses.

Prerequisite(s): WRT 160 or equivalent with a grade of 2.0 or higher and English major or minor standing. (4 credits) Formerly English 211.

What's This Course About?

The goal of this course is to initiate you, as English majors or minors, into the practices and habits of mind of literary scholars. So, what exactly is it that literary scholars do?

- We look closely at the content (the “what”) and form (the “how”) of literary texts—in other words, we *analyze*.
- We think deeply about the way these two aspects of a text, together, create meaning—in other words, we *interpret*.
- We draw on these interpretations to articulate claims with broader stakes that matter to ourselves and to others—in other words, we *argue*.

In this course, then, you will hone your skills both as a reader and as a writer. Together, we will consider examples of prose, poetry, and drama, and in doing so, we will practice reading closely, interpreting rigorously, and articulating the stakes of our claims about a given literary work.

What Will I Learn?

By the end of this course, you will be able to

- Identify the features of literary texts that contribute to their meaningfulness, and discuss those features using the shared vocabulary of literary studies.
- Comprehend complex or demanding language in both literary and critical/expository writing.
- Describe and reflect on the way that sentences are working, grammatically and stylistically.
- Express ideas in writing using clear and compelling language.
- Make interpretive claims about literary texts and support them using concrete textual evidence (i.e. “close reading”).
- Comprehend the arguments of others and make informed inferences about the larger questions and aims that motivate them.
- Recognize the similarities and differences between your own literary interpretations and the interpretations of others.

OVERVIEW

Texts

Texts marked with an asterisk (*) are available for purchase at the campus bookstore, as well as elsewhere. All others will be available on Moodle as pdf files.

Literary Texts:

Gwendolyn Brooks, “the rites for Cousin Vit”

Junot Díaz, *The Brief Wondrous Life of Oscar Wao* (ISBN 1594483299)*

John Donne, “Holy Sonnet 14”

Ernest Hemingway, “The Snows of Kilimanjaro”

Henry James, “Daisy Miller”

John Keats, “Ode on a Grecian Urn”

William Shakespeare, *The Tempest*, Signet Edition (ISBN 0451527127)*

Critical/Secondary Texts:

Cleanth Brooks, *The Well Wrought Urn* (selection)

Stanley Fish, *How to Write a Sentence and How to Read One* (ISBN 006184053X)*

Philip Page, “Daisy Miller’s Parasol”

Jennifer Riddle Harding, “‘He Had Never Written a Word of That’: Regret and Counterfactuals in Hemingway’s ‘The Snows of Kilimanjaro’”

Murfin and Ray, eds., *The Bedford Glossary of Critical and Literary Terms* (ISBN 0312461887) Any edition is fine.*

Virginia Mason Vaughan, "Something Rich and Strange: Caliban's Theatrical Metamorphoses"

You are welcome to read these texts in any format (hard copy or electronic) that they are available to you, as long as you can **bring them with you to class** and **readily find and take notes on specific phrases or passages**. (For more on electronic devices in class, see "Technology," below.)

Sentence Exercises (ungraded)

These writing exercises are based on the examples in Stanley Fish's book, *How to Write a Sentence*. They will be completed and discussed in class.

Essay Responses (20%)

These short response papers will help you process and reflect on the secondary sources assigned over the course of the semester, and will be due shortly before we discuss the material together in class. They will be graded on a letter scale, and each will be worth 5% of your overall grade for the course, for a total of 20%. These assignments are most valuable to you if completed in advance of our discussion; late Essay Responses will receive at most half credit.

Close Reading Assignments (40%)

There will be four Close Reading Assignments, which vary in length from one paragraph to three pages. These short but rigorous writing assignments will require you to write clearly and precisely and carry out detailed literary analysis, although the specific requirements for each assignment will differ slightly. They will be graded on a letter scale, and each will be worth 10% of your overall grade for the course, for a total of 40%. For each Close Reading Assignment, I will offer a 24-hour grace period for late submissions; however, students who turn the assignment in on time will unlock the ability to revise and potentially raise their grade.

Research Paper (40%)

This assignment will draw together all of the skills we've built together over the course of the semester. It consists of two graded components: the Research Plan (10%) and the Research Paper (30%). For the research plan, you will provide a brief overview of your argument, and identify at least 3 relevant secondary sources. The Research Paper will be a 6–7 page paper, in which you will advance your own original argument, back it up with persuasive close readings, and situate it in a larger scholarly context. Due to the constraints of the calendar, both the Research Plan and the Research Paper must be submitted on time, and I reserve the right not to accept submissions that are more than 48 hours late.

COURSE POLICIES

Attendance and Participation

Regular attendance and active participation are both baseline expectations of this course, and are essential components of your learning experience. This course is primarily

discussion-based; our class time will not be spent “covering” the reading, but instead actively reflecting on and building from it. To engage in this work successfully, and to make our class time valuable to you, you must arrive prepared and ready to contribute to our joint enterprise, having completed all reading and other homework completely and thoughtfully. While attendance and participation are not formally graded, therefore, you should view them as essential to your success in the course.

Communication

As your teacher, I want to be a resource to you, and I’m always happy to answer questions, discuss assignments, or explore your ideas with you. My office hours, listed at the top of this syllabus, are my time to be available to you, and you can always stop by during office hours with or without an appointment; in addition, I’m happy to schedule meetings at other times as well.

Email is the most reliable way to get ahold of me outside of class, though talking in person is often easier and clearer. I do my best to respond to emails within 24 hours during the week while school is in session; I am typically away from email over the weekend.

Academic Integrity

Plagiarism is knowingly or unknowingly submitting another person's ideas or words as your own. Plagiarism is a serious offense and will be treated as such. If you commit an act of academic dishonesty by plagiarizing someone's work or allowing your own work to be misused by another, you will automatically fail the assignment, and possibly the course.

Many instances of plagiarism are easier to detect than you might think: remember, reading carefully and analyzing writing in detail is what I do for a living. But more importantly, any and all plagiarism undermines the foundations of the academic enterprise. It makes the education you receive here less meaningful, and erodes the value of the degree you will earn.

I am always happy to answer questions about proper citation practices, and so are the reference librarians at the Kresge Library. For more detailed information about plagiarism, consult the University’s policy on academic conduct, which can be found at <http://www.oakland.edu/studentcodeofconduct>.

Technology

You are welcome to bring a laptop, tablet, or e-reader with you to class, but I expect you to use it only in ways that contribute to your class participation (such as note-taking, consulting and annotating digital readings, viewing shared documents, or searching the web for answers to a question that emerges in our discussion). The same goes for the use of smartphones and other connected devices. Misuse of technology in the classroom not only limits your ability to learn, but it is distracting, disrespectful, and unprofessional.

Because some students find the use of laptops distracting, we will have a “no-laptop” seating area in class. It’s up to you to make smart choices about what you need to stay focused and productive, and to be considerate of the needs of your classmates.

Late Work and Extensions

My goal in this course is to enable you to do your best work, and to give you credit for it. When it's possible, therefore, I try to make deadlines at least somewhat flexible, within the constraints of the course schedule and the goals and requirements of the specific assignment.

In many cases, I offer a no-questions-asked grace period for late work, though students who submit assignments late may not have as many opportunities for feedback or revision. I've noted this in the general descriptions above, and more specifics will be included on the detailed instruction sheets for each assignment.

If circumstances in your life are making it difficult for you to complete an assignment on time, I encourage you to speak with me about it; I may or may not be able to help, but I always value having a fuller picture of your situation.

Students with Disabilities

I am committed to creating an accessible classroom and firmly believe that accommodating the learning needs of individual students improves the learning of all students. I am happy to provide accommodations for students with learning disabilities, and I will protect the confidentiality of individual students' learning needs. Please contact me within the first two weeks of the term to discuss such accommodations.

DAILY SCHEDULE

Assignments below are listed on the day they are due. Should this schedule change due to unforeseen circumstances, I will update our Moodle page and notify you of these changes in class.

Week 1	
W 9/5	<ul style="list-style-type: none">• Complete the get-to-know-you survey on Moodle• Intro to the course in class
F 9/7	<ul style="list-style-type: none">• Read Fish, <i>How to Write a Sentence</i>, Ch. 1
Week 2	
M 9/10	<ul style="list-style-type: none">• Read Donne, Holy Sonnet 14 ("Batter my heart, three-personed God")• Bring the <i>Bedford Glossary</i> to class
W 9/12	<ul style="list-style-type: none">• Read Gwendolyn Brooks, "the rites for Cousin Vit"
F 9/14	<ul style="list-style-type: none">• Read Fish, Ch. 2• Close Reading 1 due at midnight
Week 3	

M 9/17	<ul style="list-style-type: none"> • Read Keats, “Ode on a Grecian Urn” • Look up “ode” in the <i>Bedford Glossary</i>, and reflect on what you find
W 9/19	<ul style="list-style-type: none"> • Read Cleanth Brooks, “Keats’s Sylvan Historian” from <i>The Well Wrought Urn</i> • Essay Response 1 due by 8 am
F 9/21	<ul style="list-style-type: none"> • Read Fish, Ch. 3
Week 4	
M 9/24	<ul style="list-style-type: none"> • Read <i>The Tempest</i>, Act I
W 9/26	<ul style="list-style-type: none"> • Read <i>The Tempest</i>, Act II
F 9/28	NO CLASS <ul style="list-style-type: none"> • Read Fish, Ch. 4 • Complete Sentence Exercise 4
Week 5	
M 10/1	<ul style="list-style-type: none"> • Read <i>The Tempest</i>, Act III-IV • Bring Sentence Exercise 4 to class
W 10/3	<ul style="list-style-type: none"> • Read <i>The Tempest</i>, Act V
F 10/5	<ul style="list-style-type: none"> • Read Fish, Ch. 5 • Close Reading 2 due by midnight
Week 6	
M 10/8	<ul style="list-style-type: none"> • Read Vaughan, “Something Rich and Strange: Caliban’s Theatrical Metamorphoses” • Essay Response 2 due by 8am
W 10/10	<ul style="list-style-type: none"> • Bring <i>The Tempest</i> and Vaughan to class • Continue discussing <i>The Tempest</i>
F 10/12	<ul style="list-style-type: none"> • Read Fish, Ch. 6
Week 7	
M 10/15	<ul style="list-style-type: none"> • Read James, “Daisy Miller,” I-II
W 10/17	<ul style="list-style-type: none"> • Read “Daisy Miller,” III-IV
F 10/19	<ul style="list-style-type: none"> • Read Fish, Ch. 7
Week 8	
M 10/22	<ul style="list-style-type: none"> • Read Hemingway, “The Snows of Kilimanjaro”

W 10/24	<ul style="list-style-type: none"> Continue discussing Hemingway in class
F 10/26	<ul style="list-style-type: none"> Read Fish, Ch. 8 Close Reading 3 due by midnight
Week 9	
M 10/29	<ul style="list-style-type: none"> Read either: <ul style="list-style-type: none"> Page, “Daisy Miller’s Parasol” Harding, ““He Had Never Written a Word of That’: Regret and Counterfactuals in Hemingway’s ‘The Snows of Kilimanjaro’” Essay Response 3 due by 8am
W 10/31	<ul style="list-style-type: none"> Read Díaz, <i>The Brief Wondrous Life of Oscar Wao</i> through Ch. 1 (pp.1-50)
F 11/2	<ul style="list-style-type: none"> Read Fish, Ch. 9
Week 10	
M 11/5	<ul style="list-style-type: none"> Read Díaz, Ch. 2 (pp. 51-75)
W 11/7	<ul style="list-style-type: none"> Read Díaz, Ch. 3 up to “The Gangster We’re All Looking For” (pp. 77-118)
F 11/9	<ul style="list-style-type: none"> Read Fish, Ch. 10
Week 11	
M 11/12	<ul style="list-style-type: none"> Read Díaz, Ch. 3 to end (pp. 119-165)
W 11/14	<ul style="list-style-type: none"> Read Díaz, Ch. 4 (pp. 167-201)
F 11/16	<ul style="list-style-type: none"> Read Díaz, through Ch. 5 (pp. 204-261)
Week 12	
M 11/19	<ul style="list-style-type: none"> Read Díaz to end (pp. 263-335)
W 11/21	<ul style="list-style-type: none"> Continue discussing Díaz Close Reading 4 due by midnight
F 11/23	Thanksgiving Break—NO CLASS
Week 13	
M 11/26	<ul style="list-style-type: none"> Bring Díaz to class Discuss research topics and strategies in class
W 11/28	<ul style="list-style-type: none"> Find and read a scholarly essay of your choosing on <i>The Brief Wondrous Life of Oscar Wao</i> (and bring it with you to class)

	<ul style="list-style-type: none"> • Essay Response 4 due by 8am
F 11/30	<ul style="list-style-type: none"> • Discuss final paper assignment in class
Week 14	
M 12/3	<ul style="list-style-type: none"> • Library research session—meet in Kresge Library
W 12/5	<ul style="list-style-type: none"> • Work on engaging others' arguments in class • Research Plan due by midnight
F 12/7	<ul style="list-style-type: none"> • Wrap-up and review
Finals Week	
W 12/12	<ul style="list-style-type: none"> • Research Paper due by midnight

GRADE SCALE

The grade scale below determines how your final course grade will be calculated. ***Please note that Oakland University has transitioned to issuing final course grades on the letter scale, rather than the 4-point scale.*** (The 4-point scale will still be used for calculating overall GPAs.)

Grade scales and rubrics for specific assignments will be distributed with the assignment itself. When an assignment is graded on a letter scale, but must be entered as a percentage in Moodle, I will use the highest percentage in the range (so a grade of B+ will be entered into Moodle as a 89%).

Percentage	Letter Grade	4-Point
93%-100%	A	4.0
90%-92%	A-	3.7
87%-89%	B+	3.3
83%-86%	B	3.0
80%-82%	B-	2.7
77%-79%	C+	2.3
73%-76%	C	2.0
70%-72%	C-	1.7
67%-69%	D+	1.3
60%-66%	D	1.0
0%-59%	F	0.0

CAMPUS RESOURCES:

This is hardly an exhaustive list, but I've included a variety of resources here for your reference.

Academic Advising

<https://wwwp.oakland.edu/business/undergraduate-students/advising/>

Childcare on Campus (Lowry Center)

<http://wwwp.oakland.edu/lowry/>

Counseling and Psychological Services

<https://wwwp.oakland.edu/oucc/>

Disability Support Services

<https://wwwp.oakland.edu/dss/>

Financial Services

<https://wwwp.oakland.edu/financialservices/>

Gender and Sexuality Center

<https://wwwp.oakland.edu/csa/gsc/>

Graham Health Center

<https://wwwp.oakland.edu/ghc/>

OU Police

<https://oupolice.com/>

Research Support (Kresge Library)

<https://library.oakland.edu/services/you/undergraduates.html>

Secondary Teacher Education Program (STEP)

<http://wwwp.oakland.edu/english/academic-programs/STEP/>

Sigma Tau Delta (International English Honor Society)

<http://wwwp.oakland.edu/english/sigmataudelta/>

Veterans Support Services

<http://wwwp.oakland.edu/veterans/>

Writing Center

<https://wwwp.oakland.edu/ouwc/>