

Fall 2008	ENGL 3153 P01 (10114)	MWF 1-1:50pm Delco 242
-----------	-----------------------	------------------------

Instructor: Sarah Wakefield

Office: Hilliard 213

On-campus office hours: MWF 10-11, 12-1, and 2-3

Online office hours: Tues / Thurs 2-4pm

Office phone: 936/261-3726

Primary e-mail contact through eCourses

Emergency e-mail: srwakefield@pvamu.edu

IM name: DrSWakefield

COURSE POLICIES

Texts & Materials: *Theory into Practice: An Introduction to Literary Criticism*, Ann B. Dobie (Thomson, 2nd edition, 2008, ISBN# 978-1413033403) has been ordered through the bookstore (\$87 new, \$65 used), but you can use the 1st edition. Reliable access to the Web for frequent online readings.

Course Description, Goals, and Outcomes: ENGL 3153 (3-0) Credit 3 semester hours. A study of theoretical texts and the critical methods essential to textual analysis. The course will emphasize applications of literary theory and criticism in the interpretation of poetry, fiction, and drama. Prerequisites: ENGL 1123, ENGL 1133, and ENGL 2153. By the end of Literary Theory and Criticism, students will have mastered the following:

Outcome	Assessment of mastery
Understanding of major literary theories of the 20 th and 21 st centuries	Discussion, blogging, exams, papers
Ability to apply literary theories to various texts	Discussion, exams, papers
Understanding of relations between different theories	Discussion, blogging, exams, papers
Enhanced critical, research writing	Papers

Educator Standards: ENGL3153 includes coursework and materials designed to help students achieve the following educator standards regarding high school English / Language Arts:

Standard	Course area that covers standard
NCATE 2.5 Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education..	Exams, papers, discussion
NCATE 3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.	Blogging, exams, papers
NCATE 3.7 Candidates demonstrate knowledge of research theory and findings in English language arts.	Discussion, blogging, exams, papers
TExES Standard IV. English language arts teachers in grades 8–12 understand an extensive body of literature and literary genres and provide students with opportunities to read diverse types of literature and to view literature as a source for exploring and interpreting human experiences.	Exams, papers, discussion
TExES Standard V. English language arts teachers in grades 8–12 understand that writing is a recursive, developmental, integrative, and ongoing process	Blogging, papers

Course Evaluations & Grades: Your grade will depend on your performance in several areas. This course is based on a points system, so you can track your progress:

596—670 = "A"

529—595= "B"

462—528 = "C"

395—461 = "D"

394 and lower = "F"

Participation (70 points)

Close reading and discussion of selected texts are common activities during the class period. If you do not attend (or you attend but do not have the book), you will be lost. To encourage you to be present and prepared to work, you will earn participation points: 2 points for being in class the whole time with your book, 1 point if you arrive more than 10 minutes late, leave more than 10 minutes early, or come without the book. See the section on **Attendance Policy** for more details.

Quizzes (80 points)

Quizzes will be given every Friday during weeks when there is not an exam or paper deadline scheduled. Each quiz is worth 10 points (A=9-10, B=8, C=7, D=6, F=0-5) and covers comprehension as well as application of theories. Most quizzes will occur in eCourses, so you will be able to use your book!

Blog entries (70 points)

You're going to set up a blog for this course, using either Wordpress or Blogger. Each week you must write a blog entry over what we've studied, what you've learned, what you think of the theories we're covering, and how you can apply them to literature you are reading in other classes or have read in the past. Blog entries are worth 5 points each and are due every Friday by 11pm, Weeks 1 through 14. See the separate handout that explains the specifics and the grading.

Exams (100 points each for 200 points total)

You will have two essay exams. The midterm will consist of short-answer definitions of all critical theories covered through Week 8 of the class, matching of major critics' names to their theories, and two short essay responses to critical excerpts where you identify the theories used and briefly evaluate whether or not the author is doing a good job with the theories.

The final exam will give you two unfamiliar texts, one from a critical essay and one from literature, and challenge you to write a developed 5-paragraph minimum essay on each one. For the critical essay, you will explain and critique the theoretical choices; for the literature, you will apply at least 3 theories in an original analysis. Students must have a documented excuse to make up any exam.

Essay 1 (100 points)

Essay 1 will give you a choice of two poems. After you select one, you will analyze it three different ways, according to Formalism, Psychoanalysis, and Marxist Criticism. This is a nontraditional essay. Each theory can be covered in its own section and an overall thesis is not necessary; it is like three short papers, each with its own argument.

Essay 2 (150 points)

Essay 2 will ask you to analyze the critical approach of two literary criticism essays (your choice) retrieved from library databases. Ideally you will choose two sources you are using for another class this term or sources you have used recently for an English research paper. You will identify what theories the authors use and critique/argue on whether or not a) these theories are appropriate for the topic and b) the theories are applied reasonably.

Any outside sources must be documented according to MLA style as learned in ENGL1133 and ENGL2143. Students must also include a "Works Consulted" listing any sources looked at but not formally cited in the papers. Failure to document sources can lead to charges of academic dishonesty and substantial grade penalties. See "Definition of Cheating and Plagiarism."

TrueOutcomes: TrueOutcomes is a tool that Prairie View A&M University uses for assessment purposes and for our upcoming reaccreditation. At least one of your assignments will be considered an "artifact" (an item of coursework that serves as evidence that course objectives are met) and will be loaded into TrueOutcomes. For this class, you will upload your Essay 2 not only to eCourses but to TrueOutcomes for assessment this semester.

TrueOutcomes also allows students to electronically post documents that can be used to create an electronic portfolio (e-portfolio) for future employment and/or educational endeavors. Since you are probably an English major or minor, you definitely should select a paper from this class to upload to the e-portfolio so you will have an extra backup when you hit ENGL4433. More information will be provided during the semester, but for general information, you can visit the TrueOutcomes web site at <http://www.trueoutcomes.net>.

Attendance Policy: PVAMU requires regular class attendance. Excessive absences will result in lowered grades (see participation grade). Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F." Absences accumulate starting with the first day of class.

You earn up to 2 points per class. Please note that we have 41 class meetings including exam sessions, so if you attend 35 classes, you will have 70 out of 70 points. If you attend additional classes, you will earn up to 12 points extra credit.

The only time you need to make sure you have documentation of an excused absence is when you want to make up a quiz or test you have missed. An excused absence includes the following: doctor's appointment during class time, illness where doctor said you couldn't attend class, illness of your child, participation in an approved PVAMU event (ROTC, sports,

conference), or attendance of a funeral. You must provide documentation **within one week of your absence** or you will not be permitted to make up missed work. I need to keep a copy of your paper documentation for my records as well. If, at the end of the semester, points lost due to excused absences are the difference between one letter grade and a higher letter grade, I will award you the higher letter grade.

Naturally circumstances do arise that force you to miss the occasional class, so please advise me in advance if possible. Be proactive and responsible for your own education. I follow the syllabus, so you should know what was covered in any given class. It is your responsibility to get notes from a classmate.

Academic Appeals Process: Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has the right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within 30 days of receiving the grade or experiencing any other problematic academic event that prompted the complaint. Note: the first step in the process is to contact the instructor to discuss the grade.

ADA Statements: Students with disabilities who believe they may need an adjustment in this class are encouraged to contact the Office of Disabilities Services at (936) 261-3582 as soon as possible. Once you receive a letter of adjustment from the office, make an appointment with me to discuss appropriate adjustments for this class (note takers, extended time for in-class essays, etc.).

Definition of Cheating and Plagiarism: PVAMU is dedicated to a high standard of academic integrity among its faculty and students. In becoming part of the PVAMU academic community, students are responsible for honesty and independent effort.

Disciplinary action will be taken against any student who alone or with others engages in any act of academic fraud or deceit. Because the course prerequisites include ENGL1133, it is assumed that students understand research citation and MLA format. If you have any questions about the use you are making of sources for your assignments, see me before you turn in the project, because I will be happy to help you figure out how to write a research paper.

Penalties

Students who copy off a classmate's exam/quiz or who use unauthorized notes or crib sheets will receive an automatic grade of zero for the exam/quiz.

The following instances of academic dishonesty/plagiarism can result in a deduction of the equivalent of two letter grades for each infraction:

- using material from a source not listed on the Works Cited
- failing to put direct, word-for-word quotes in quotation marks

The following instances of academic dishonesty/plagiarism can result in an automatic zero:

- making up source(s) for a paper
- having someone write your paper
- turning in anything (book chapter, Web page, paper from a term paper Web site) as all or or a substantial part (50% or more) of your paper

You may find these penalties harsh, but academic dishonesty is a serious matter. You have been warned about the consequences; please keep your eyes on your own exams, work carefully, and keep track of your research.

Student Responsibilities: The student is expected to be fully knowledgeable of the contents of this syllabus and his/her rights as a PVAMU student as stated in the University Catalog and the Schedule of Classes for Fall 2008.

Major University Dates/Deadlines

- Fri. 8/29 = Late registration and change-of-major end
- Wed. 9/10 = Last day to withdraw without record
- Fri. 9/12 = Deadline to apply for Fall 2008 graduation
- Mon. 11/3 = Withdrawal with "W" ends

Schedule of Assignments and Activities

Week 1	
M 8/25	<ul style="list-style-type: none"> • Course policy distributed and explained; fill out information sheet • Why study theory? HW: Read http://www.brysons.net/academic/arnold.html
W 8/27	<ul style="list-style-type: none"> • Background: 19th-century and Victorian literary critics like Matthew Arnold • Biographical criticism HW: Read Langston Hughes's "Theme for English B" at http://www.eecs.harvard.edu/~keith/poems/English_B.html
F 8/29	<ul style="list-style-type: none"> • Biographical criticism practice with Hughes • Review of MLA format, incorporating quotes, paraphrasing, and citations (handout) HW: Read "Araby," pp311-315 and start on Formalism, pp33-43 HW: Complete first blog entry by 11pm
Week 2	
M 9/1	NO CLASS—LABOR DAY HOLIDAY
W 9/3	<ul style="list-style-type: none"> • Formalism: art for art's sake; embracing imagery and ambiguity • Discuss handout, Wellek and Warren from <i>Theory of Literature</i> (1942) HW: Read Keats, <i>Ode on a Grecian Urn</i> at http://www.bartleby.com/101/625.html HW: Read Cleanth Brooks on Keats at http://www.mrbauld.com/keatsurn.html
F 9/5	<ul style="list-style-type: none"> • Discuss HW: an original Formalist reading • Essay 1 assigned HW: Read pp43-48 and Herbert, "The Windows" at http://www.luminarium.org/sevenlit/herbert/windows.htm HW: Following pp43-48, write a brief formalist analysis over the poem & bring on Mon. HW: Complete Week 2 blog entry by 11pm
Week 3	
M 9/8	<ul style="list-style-type: none"> • Trade and discuss analyses / turn in to instructor for informal feedback HW: Read pp150-160 on Deconstruction
W 9/10	<ul style="list-style-type: none"> • Saussure and structuralism; binary oppositions • Vladimir Propp's structuralist framework • Roland Barthes on structuralism HW: Read pp160-172 and Frost, p265 HW: Identify all the binaries at work in Gwendolyn Brooks's "the sonnet-ballad" at http://www.poets.org/viewmedia.php/prmMID/15914
F 9/12	<ul style="list-style-type: none"> • Quiz #1 • Derrida, difference, and poststructuralism; deconstructing binaries in Brooks's poem HW: Skim "Young Goodman Brown," pp291-300 and pp51-58 on Freud HW: Read Freud at http://social.chass.ncsu.edu/wyrick/debclass/uncan.htm HW: Complete Week 3 blog entry by 11pm
Week 4	
M 9/15	<ul style="list-style-type: none"> • Applying Freud: handout, Emily Bronte from Ch. 9 of <i>Wuthering Heights</i> HW: Read pp58-67 on Jung, Frye, and Lacan; make a list of the distinguishing features of these three plus Freud (a sort of who's who of psychological criticism)
W 9/17	<ul style="list-style-type: none"> • Frye's mythos archetypes (handout of chart) • Unpacking Lacan HW: Read "The Sky Is Gray" pp266-287 HW: Read pp67-73 and 75-85 in the book (writing psychological criticism)

F 9/19 → → WEB CLASS on eCourses

- Take Quiz #2
 - Read the poem "A Lemon" sent to you in an eCourses mail msg. Then Go to Discussions and find the thread called "Psych Crit," where you will discuss how psychoanalytic theories could apply to Neruda's poem. You must participate at least twice in the thread for credit.
- HW: Read "The Diamond Necklace," pp315-321 and pp86-96 on Marxist criticism
HW: Complete Week 4 blog entry by 11pm

Week 5

M 9/22 • Working through the vocabulary of class-based theories, esp. the dialectic, interpellation and "hegemony" plus a quick intro to Hegel
HW: Read Faulkner, "Barn Burning," pp253-265 and then read pp96-103

W 9/24 • Bakhtin and the concept of heteroglossia
• Bentham, Foucault, the Panopticon, and power structures
HW: Read Blake's "London" at <http://www.poets.org/viewmedia.php/prmMID/15818> and write an informal Marxist analysis that you will post in eCourses by 1pm on Friday

F 9/26 → → WEB CLASS on eCourses

- Take Quiz #3
 - Respond to two classmates' informal analyses
- HW: Read pp104-120
HW: Complete Week 5 blog entry by 11pm

Week 6

M 9/29 • Excerpts in French feminist theory: Cixous, de Beauvoir, Irigaray, Kristeva
HW: Read Ker Conway, *The Road from Coorain*, pp242-252
HW: Read pp120-130

W 10/1 • In-class work with handout
• Add'l handout distributed for Friday's Web session: theories of the *gaze* via Laura Mulvey's "Visual Pleasure and Narrative Cinema"
HW: Finish Essay 1!

F 10/3 → → WEB CLASS on eCourses

- **ESSAY 1 DUE** by 6pm in eCourses
 - Go to Discussions and find the thread called "Mulvey." Read the excerpt from *Daniel Deronda* at the top of the thread and then discuss how Mulvey's ideas (or any other critical theories we have studied) could apply
- HW: Read <http://www.colorado.edu/English/courses/ENGL2012Klages/queertheory.html>
HW: Complete Week 6 blog entry by 11pm

Week 7

M 10/6 • Michel Foucault and *The History of Sexuality*
• Applying theories to Emily Dickinson's "Wild Nights!"
HW: Read handout (Essex Hemphill) in preparation for Wednesday's quiz

W 10/8 • Quiz #4
• Gender and sexuality; Judith Butler's *Gender Trouble* and performativity; Eve Sedgwick and homosocial desire; masculinity studies
HW: Read Poe's "The Masque of the Red Death" pp321-325
HW: Read pp131-143 on Reader-Response Criticism

F 10/10 → → WEB CLASS on eCourses

- Read the sample reader-response essay intro sent to you in an eCourses mail msg
 - Go to Discussions and participate in the thread called "Reader-Response."
- HW: Read Stanley Fish, "Is There a Text in This Class?" at <http://social.chass.ncsu.edu/wyrick/debclass/fish.htm>
HW: Complete Week 7 blog entry by 11pm

Week 8

- M 10/13
- Fish: Is There a Point in This Essay?
 - Essay 2 assignment distributed
- HW: Review all theories covered to date and read Wharton's "The Other Two" at <http://www.eastoftheweb.com/short-stories/UBooks/OthTwo.shtml>
- W 10/15
- Selecting an approach/approaches: group work with Mansfield as midterm review
- F 10/17
- MIDTERM EXAM**
- HW: Read pp173-184; read Sonnet 74 and analysis at <http://www.cla.purdue.edu/academic/engl/theory/newhistoricism/applications/applicationspenser2.html>
- HW: Complete Week 8 blog entry by 11pm

Week 9

- M 10/20
- Foucault and the concept of genealogy
 - Five central aspects of New Historicism (Gallagher and Greenblatt)
- HW: read Gordimer, "Once Upon a Time" and pp190-204
- W 10/22
- Practice asking the right historical questions: Shakespeare's Sonnet 20
- HW: Read <http://www.luminarium.org/sevenlit/donne/elegy20.htm> and pp177-184
- F 10/24 → → WEB CLASS on eCourses
- Take Quiz #5
 - Go to Discussions and participate at least twice in the thread called "New Historicism"
 - Read the quick summary of Romanticism, Wordsworth and Coleridge sent to you in a mail msg in preparation for HW
- HW: Read essay at <http://www.erudit.org/revue/ron/2000/v/n17/005896ar.html>
- HW: Complete Week 9 blog entry by 11pm

Week 10

- M 10/27
- Theoretical clashes: How much do critics see what they want to see?
- HW: Read pp205-217 on Postcolonialism
- W 10/29
- Major postcolonial critics: Homi Bhabha, Franz Fanon, and Edward Said
- HW: Read <http://prelectur.stanford.edu/lecturers/bhabha/mimicry.html>. It's OK if your head explodes a little.
- F 10/31 → → WEB CLASS on eCourses
- Take Quiz #6
 - Go to Discussions for the thread "Bhabha." Share your experiences with the HW reading.
- HW: Read Hughes, pp300-301
- HW: Read pp217-227 on American Multiculturalism and then read pp233-238
- HW: Complete Week 10 blog entry by 11pm

Week 11

- M 11/3
- Discussion: is Multiculturalism just Postcolonialism, American-style?
 - Critics of the day: Henry Louis Gates and Toni Morrison
- HW: Read <http://social.chass.ncsu.edu/wyrick/debclass/gates.htm>
- HW: Read <http://www-english.tamu.edu/pers/fac/myers/signifying.html>
- W 11/5
- Discuss HW and handout (excerpt from Anand Prahlad's "Guess Who's Coming to Dinner: Folklore, Folkloristics, and African American Literary Criticism") as time allows
- HW: Go through Ihab Hassan's table (handout) and look up all unfamiliar terms
- F 11/7 → → WEB CLASS on eCourses
- Take Quiz #7
 - Go to Discussions and find the thread "Hassan." Discuss his table—what do you think about modernism vs. postmodernism? If you're just confused, explain why (in detail ☺)
- HW: Read the first 5 chapters of Lyotard's *The Postmodern Condition* at <http://www.marxists.org/reference/subject/philosophy/works/fr/lyotard.htm>

HW: Complete Week 11 blog entry by 11pm

Week 12

M 11/10 ****MEET IN LAB B**** The impact of hypertext and computing on literature

HW: Read http://www.stanford.edu/dept/HPS/Baudrillard/Baudrillard_Simulacra.html

W 11/12 • Baudrillard, simulacra, and the Mobius strip

HW: Read paragraphs 1-14 of http://www.genders.org/g41/g41_knadler.html

F 11/14 → → WEB CLASS on eCourses

• Take Quiz #8

• In Course Materials, check out "Sample Essay 2"

• Go to Discussions and find the thread called "Knadler" to argue about whether or not what you read for HW is a well-theorized essay

HW: Read essay at http://www.english.uiuc.edu/maps/poets/m_r/pinsky/zandy.htm

HW: Complete Week 12 blog entry by 11pm

Week 13

M 11/17 • Discuss Zandy—what theories are used? Are they used appropriately?

HW: Read essay at <http://www.sylviaplath.de/plath/lindbergseyersted.html>

W 11/19 • Discuss Lindberg-Seyersted—what theories are used? Are they used appropriately?

HW: Finish Essay 2

F 11/21 → → WEB CLASS on eCourses

• **ESSAY 2 DUE by 10PM in eCourses and in TrueOutcomes**

• Read about trauma theory (an extension of poststructuralism and psychoanalysis) in the mail msg sent to you.

• Go to Discussions and find the thread called "Trauma Theory." Post your thoughts on what you read, either in Belau's argument or in your classmates' responses.

HW: Read Dao at <http://www.poets.org/viewmedia.php/prmMID/19171> and

Faiz at <http://www.poets.org/viewmedia.php/prmMID/19355>

HW: Complete Week 13 blog entry by 11pm

Week 14

M 11/24 • Choosing the best theories to critique Dao and Faiz

HW: Read http://www.brocku.ca/english/courses/2P70/contemporary_literary_theory.html

W 11/26 → → WEB CLASS on eCourses

• Go to Discussion and find the thread called "Say Again?" Post about theories or ideas from the class that you still don't quite understand. I will post as well.

HW: Complete Week 14 blog entry by 11pm on Friday

F 11/28 NO CLASS—THANKSGIVING HOLIDAY

Week 15

M 12/1 • Final Exam review

FINAL EXAM

Friday, December 5 10:30am to 12:30pm