English 220
The Study of Literature (Writing Intensive)
(Guidelines subject to change)

Spring 2008
Instructor: John Black
Classroom: Zinzendorf 103
Class schedule: TTh 12:50-2

Office: Zinzendorf 303
Office Hours: T 2:15-3:15, W 5:15-6:15
and by appointment
Email: jrb1@moravian.edu

Course Description, Objectives, and Format:
Welcome to English 220! As the gateway course for English majors and minors at Moravian, this class is designed to
develop students’ existing skills in English studies and to introduce students to more advanced approaches to the
understanding of content, resources, and methods in the discipline. Using selected texts from various genres, the course will
focus on aspects of English studies such as analysis and interpretation of literature, bibliographical and research techniques,
critical thinking, and literary theory. The course will allow you to read, analyze, and interpret a diverse range of works, to write
several different types of papers, to develop your research skills, to explore critical theory with a variety of different genres and
authors, and to continue establishing your own distinctive approach to literary scholarship. As literature is a representation of
reality, reading it requires you to interpret and to support your interpretation. Our discussions and written assignments will
help you refine the critical reading and writing skills essential not only to reading literature, but also to critical assessment and
understanding in general. And, along the way, you’ll get to enjoy some great reading! While we’ll occasionally use short
lectures, audio-visual aids, Blackboard postings, and presentations, our class will consist primarily of writing and discussion:
preparation and participation are, therefore, essential to the success of the class and to your success in it.

Assignments:
English 220 is a writing-intensive class. You will draft and revise two 3-5 page papers, one 10-12 page paper, and
several other shorter assignments. You will also conduct a research skills project and make oral and group presentations. There is
no mid-term or final exam, although you will have the option to re-write one paper at the end of the semester in lieu of a final
exam. Specific requirements for the assignments will be discussed in advance of each assignment. Please choose paper topics in
a timely fashion. I encourage and expect you to consult with me throughout the course of your assignments. Draft workshops
and individual conferences will help you strengthen your writing process. I do not accept papers that have not been reviewed
in the draft workshop process. Papers are due in class on the due dates noted on the syllabus. In addition to the final version
of a paper, all preliminary drafts, notes, etc. are to be handed in; otherwise, the assignment is incomplete and will not be
accepted. I do not accept or read late papers, except under very unusual circumstances.

Extra Credit: Students may earn up to a total of three points of extra credit to be added at the end of the semester to their
lowest assignment grade. Extra credit is earned through confirmed participation in various activities related to literature and
writing. A student whose attendance is verified at a MCTC production or at a MC poetry or fiction reading will earn one point
for each activity. Attendance at performances and readings at other Lehigh Valley institutions may also be eligible for extra
credit. Similarly, any student for whom submission of creative work to Manuscript or other literary journal is verified will earn
one point. Also, any student for whom a session with the Writing Center is verified will earn one point. Total extra credit may
not exceed three points. One hundred points is the maximum total for the course.

Attendance and Participation:
Be here: I will take roll regularly. You are expected to attend each day. Be prompt: Class begins at 12:50 pm sharp. Be
prepared: Your first responsibility is to read carefully, re-read, and be prepared to discuss, both orally and in writing, all
assignments. You should expect to devote several hours to preparing for each class. (A general rule of thumb for college courses
is 2-3 hours outside of class for every hour in class.) Participate: Classes become more meaningful the more you engage yourself
in them. You are expected to make comments or ask questions on the readings and topics each day. I will not hesitate to call on
you if you are not contributing. Class time allotted for group work, group discussion, draft feedback, review, etc. is instructional
time; you are expected to remain focused on the assigned activity for all of the allotted time.

If you know you will be absent from class, please talk to me beforehand. If you are sick, please notify me as soon as
possible. Your absence from more than three classes may affect your final grade. Every three times you come to class late or leave early
without talking to me first will also count as an unexcused absence. Missing more than five classes may result in your failing the course. If
you are absent, it is wholly your responsibility to determine what was covered in class and what revisions, if any, were made to the syllabus
in your absence.

Other notes: One of the qualities I expect and appreciate most in students is professionalism. Students who exhibit this
quality are alert, responsive, and tactful in class, turn in thoughtful assignments, meet deadlines, and keep me informed of any
difficulties or successes they have while in my class. Please refrain from bringing food and drink into the classroom, and please arrange to go to the restroom before or after class. Also, please silence and put away all cell phones, pagers, etc. before coming into the classroom.

Office Hours: Students are always welcome in my office. My office hours are times that I have set aside specifically to talk with you – not only about class and assignments, but also about life at Moravian, about something fun and exciting you've done, or whatever. Make use of them. I realize that it may be difficult for you to meet during my posted office hours, so I'm also readily available by appointment: jrb1@moravian.edu.

Other Resources:
- With work on written assignments, I strongly encourage you to take advantage of the help available through appointment at the Writing Center (2nd fl, Zinzendorf). For more information, visit its website at: http://home.moravian.edu/public/eng/writingCenter/appointments.htm
- Similarly, the librarians in Reeves are very resourceful. Make it a habit of consulting with them when research questions arise. The library webpage (http://home.moravian.edu/public/reeves) is an excellent resource, offering live online help and research guides.
- The Learning Services Office (1307 Main St., 861-1510) provides many services to help you achieve academic success: http://home.moravian.edu/public/stusvc/learning/
- Another important resource that provides help with the demands of college life is The Counseling Center (also at 1307 Main St., 861-1510): http://home.moravian.edu/public/stusvc/counseling/
- Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Learning Services Office (1307 Main St., 861-1510) as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.

Academic Honesty: Plagiarism, representing someone else’s work as your own, is a serious breach of personal integrity and a significant violation of the College’s Academic Honesty Policy: consult the Student Handbook or http://www.moravian.edu/studentLife/handbook/academic2.htm Read this policy in entirety. I take the provisions of the Academic Honesty Policy very seriously and am obliged to report any suspected cases of plagiarism, the consequences of which may be failure, suspension, or dismissal from the College. If you plagiarize, you will receive a ‘zero’ on the plagiarized assignment, which will very likely result in your failure for the course. Ignorance of what constitutes plagiarism will not be accepted as an excuse. If at any time you have any questions about documenting sources properly (MLA style) or as to whether or not the aid you are receiving is authorized, don't hesitate to ask me. The Reeves Library online research tutorial also addresses the issue: http://home.moravian.edu/public/reevestutorial/pages/index.htm

Evaluation:
(The instructor will apply both quantitative and qualitative assessments in determining grades for assignments and for the course. Final grades calculated on 10-pt. scale: 90=A-, 80=B-, etc.)
- Paper 1: Personal Response to Literature...............................................5%
- Savvy Researcher Group Project……………………………………10%
- Paper 2: Summary & Analysis paper (Frankenstein).......................10%
- Frankenstein Group Presentation....................................................10%
- Proposal for Research paper (Tempest)...........................................5%
- Paper 3: Research paper (Tempest)....................................................20%
- Tempest Group Presentation.........................................................10%
- Paper 4: Poetry explication............................................................15%
- Oral Presentation on Poetry............................................................5%
- Informal Writing and Class Participation.....................................10%

You must complete all these requirements in order to be eligible to pass the course.
Resources

Required texts:

Readings for poetry unit (on the Harlem Renaissance and African American Poetry) provided via Blackboard, photocopy, or reserve.

Additional supplemental readings via Blackboard, photocopy, or reserve.

Other useful books: (These may be found in the reference section or on reserve in Reeves Library.)
(PN41 .A184 1988 - stacks)
(PN41 .H6 1986)

Some useful websites for writing, composition, analysis, and theory:
Literary Resources – Theory (by J. Lynch at Rutgers Univ.): [http://www.andromeda.rutgers.edu/~jlynch/Lit/theory.html](http://www.andromeda.rutgers.edu/~jlynch/Lit/theory.html)

Syllabus (subject to change)

Jan.
15 T Introduction; syllabus; policies and goals of course; introduction to *MLA Handbook* and *Bedford Handbook*; discuss paper rubric and features of good writing; **Paper 1 assigned**

17 Th Discussion of concepts of interpretation and critical thinking; read P&E thoroughly and closely; collaborative exercise; **introduction to Savvy Researcher Project**; role-playing writing assigned; **Paper 1 due**

22 T Library session – meet in Reeves (bring *MLA Handbook*); read assigned short story in advance; work on Savvy Researcher Project; **Reeves online tutorial assigned**; readings on contexts for *Frankenstein* (3-18); role-playing writing due

24 Th Library session – meet in Reeves; work on Savvy Researcher Project; **critique of Tutorial-Section 6 due**; readings on contexts for *Frankenstein* (190-234)

29 T Introduction to reading and writing about fiction; introduction to literary criticism and theoretical approaches; **Frankenstein presentations assigned**; review of oral presentation skills; **response writing to Frankenstein assigned**; **Savvy Researcher project due**; **Paper 2 assigned**; read critical history of *Frankenstein* (237-261); **in-class response writing to Frankenstein**

31 Th Introduction to *Frankenstein*; read novella itself (19-189); discuss contexts (3-18 and 190-234) and critical history (237-261); begin discussion of novella itself (19-189); introduction to argument analysis; in-class work (time permitting) on group presentations; review film analysis; **discuss Frankenstein film**

Feb.
5 T Discuss *Frankenstein*

7 Th **Frankenstein presentations**: Psychoanalytic Criticism (read 262-279; skim 280-295); Feminist Criticism
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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>12</td>
<td>T</td>
<td>Frankenstein presentations: Marxist Criticism (read 368-383; skim 384-395); Cultural Criticism (read 396-415; skim 416-431); read “Combining Perspectives” (432-449); critique sample Paper 2</td>
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<td>14</td>
<td>Th</td>
<td>Paper 2 draft workshop; individual conferences (TBA)</td>
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<td>19</td>
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<td>Paper 2 draft workshop; individual conferences (TBA)</td>
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<td>21</td>
<td>Th</td>
<td>Follow-up to workshop; review theories, quiz; discuss Young Frankenstein; wrap up with Frankenstein; Frankenstein response re-evaluation (in-class writing)</td>
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<td>26</td>
<td>T</td>
<td>Paper 2 due; introduction to reading and writing about drama; introduce The Tempest; view and discuss excerpts from BBC’s The Tempest; response writing to film (in class); discuss The Tempest (3-9; “Shakespeare’s Life and Work”)</td>
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<td>28</td>
<td>Th</td>
<td>Discuss The Tempest (10-88); Tempest presentations assigned; Paper 3 assigned; reflective writing on Paper 2 process due</td>
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<td>Mar. 4</td>
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<td>No class – Spring Break</td>
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<td>6</td>
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<td>No class – Spring Break</td>
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<td>11</td>
<td>T</td>
<td>Discuss Tempest; discuss contextual material (91-115); view and discuss excerpts from Prospero’s Books; review of oral presentation skills</td>
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<td>13</td>
<td>Th</td>
<td>No class (instructor at conference); work on group presentations; Paper 3 proposal due (by email)</td>
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<td>18</td>
<td>T</td>
<td>Tempest presentations: Sources and Contexts (116-140); Shakespeare and the Power of Order (173-202); Postcolonial Challenge (203-229, 246-254); review paper rubric and features of good writing; discuss selected elements of composition</td>
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<td>20</td>
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<td>Tempest presentations: Responding to Postcolonial Challenge (255-286); Feminist Challenge (323-347); read sample Paper 3 in advance of class; critique sample Paper 3 in class</td>
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<td>25</td>
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<td>Paper 3 draft workshop; individual conferences (TBA)</td>
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<td>27</td>
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<td>Paper 3 draft workshop; individual conferences (TBA)</td>
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<td>Apr. 1</td>
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<td>Follow-up to workshop; review critical controversies, quiz; wrap up with Tempest; Tempest response re-evaluation (in-class writing)</td>
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<td>3</td>
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<td>Paper 3 due; introduction to reading and writing about poetry; view Dodge Poetry Festival video; explication handouts and samples for explication; Paper 4 assigned; oral presentations on poetry assigned; introduction to poetry of Harlem Renaissance</td>
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<td>Discuss and practice explication; discuss selected poems by African American poets (on Bb)</td>
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<td>10</td>
<td>Th</td>
<td>Discuss selected poems by African American poets (on Bb); in-class reading responses to assigned poems; discuss re-write option; Paper 4 topic due</td>
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<td>15</td>
<td>T</td>
<td>Read sample Paper 4; critique sample Paper 4 in class; Paper 4 draft workshop; individual conferences (TBA); review oral presentation skills</td>
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<td>17</td>
<td>Th</td>
<td>Individual oral presentations on Paper 4</td>
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<td>22</td>
<td>T</td>
<td>Individual oral presentations on Paper 4; distribute Career Guide for English Majors</td>
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Th  Paper 4 due; guest presentation by Career Office representative; read Career Guide for English Majors in advance of class for Q&A and discussion; course review and evaluation