

DEREE COLLEGE SYLLABUS FOR:		Instruction hours/lab hours/ US credits 3/0/3			
EN 3305 INTRODUCTION TO LITERARY STUDIES (Previously EN 2305 Introduction to English Studies)		– UK LEVEL 5 UK CREDITS: 15			
(Updated Fall 2015)					
PREREQUISITES:	WP 1010 Introduction to Academic Writing WP 1111 Integrated Academic Writing and Ethics WP 1212 Academic Writing and Research				
CATALOG DESCRIPTION:	Introduction to the practical and theoretical foundations of English as a discipline, including research methods and practices, resources in literature, writing a literary analysis, and literary theory.				
RATIONALE:	This course enables students to become more rigorous and effective as readers, researchers, and writers. The course aims at further developing students' close-reading skills and acquainting them with literary and scholarly conventions related to terminology and genre discourse. The course introduces students to major literary and cultural theoretical perspectives and demonstrates how theories are applied to particular text. Through this core course students explore the complex interrelations between texts, authors, readers, scholars and the cultural context within which texts are produced and read.				
LEARNING OUTCOMES:	Upon successful completion of this course, the student should be able to: 1. Identify and discuss each of the components of published literary texts (poems, plays, stories and novels): author, editor, publisher, medium of publication, critical and cultural context; 2. Identify major literary theories as applied to particular texts; 3. Develop close readings of scholarly and literary texts; 4. Identify and make use of appropriately varying types of scholarly production, such as reference material, journal articles, monographs, and online resources; 5. Demonstrate the ability to present, both orally and in writing, a well-documented and well-supported argument on a literary topic.				
METHOD OF TEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> • Lectures, class discussions, workshop-style pair work and group work during class meetings; • Formative exercises and online learning tasks through the Blackboard online tools designed to help students acquire confidence and benefit from independent study; • Additional print and audiovisual educational material posted on the Blackboard course template; • Timely instructor feedback on assignments; • Other relevant educational material placed on reserve in the library; • Individualized assistance during office hours for further discussion of lecture material, additional reading, assignments and examinations; • Close collaboration with the Library and SASS to encourage students' effective use of academic support services; • Discussion of disciplinary research methods and tools to facilitate the completion of assigned research projects. 				
ASSESSMENT:	Summative: <table border="1" style="width: 100%;"> <tr> <td style="width: 70%;">Research Essay</td> <td style="width: 30%;"></td> </tr> </table>			Research Essay	
Research Essay					

	<table border="1"> <tr> <td data-bbox="625 100 1187 247">2500-3000 word analysis of author(s) and work(s) developed through close reading and secondary sources. Students must use at least 5 critical sources in their essays.</td> <td data-bbox="1187 100 1365 247">50%</td> </tr> <tr> <td data-bbox="625 247 1187 478">Comprehensive 2-hour Final examination Two parts: one essay (close reading of a literary text) and one explication of a critical approach (as apparent in a passage from a scholarly essay); 1200-1600 words in total; choice of topics offered.</td> <td data-bbox="1187 247 1365 478">40%</td> </tr> <tr> <td data-bbox="625 478 1187 657">Oral Presentation (12 minutes) Discussion of an aspect of the topic of the Research Essay using PowerPoint slides and an outline. (The content of the presentation should be different from the content of the Research Essay.)</td> <td data-bbox="1187 478 1365 657">10%</td> </tr> </table> <p>Formative:</p> <table border="1"> <tr> <td data-bbox="625 716 1187 814">Essay drafts, research activities, and all other in-class and out-of-class assignments in preparation for the examination and the essay</td> <td data-bbox="1187 716 1365 814">0</td> </tr> </table> <p>The formative coursework prepares students for successful completion of the summative coursework. The research essay tests learning outcomes 1, 4, and 5. The final examination tests learning outcome 2 and 3.</p>	2500-3000 word analysis of author(s) and work(s) developed through close reading and secondary sources. Students must use at least 5 critical sources in their essays.	50%	Comprehensive 2-hour Final examination Two parts: one essay (close reading of a literary text) and one explication of a critical approach (as apparent in a passage from a scholarly essay); 1200-1600 words in total; choice of topics offered.	40%	Oral Presentation (12 minutes) Discussion of an aspect of the topic of the Research Essay using PowerPoint slides and an outline. (The content of the presentation should be different from the content of the Research Essay.)	10%	Essay drafts, research activities, and all other in-class and out-of-class assignments in preparation for the examination and the essay	0
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INDICATIVE READING:	<p>REQUIRED READING: Pugh, Tison, and Margaret E. Johnson. <i>Literary Studies: A Practical Guide</i>. Routledge, latest edition.</p> <p>Instructors select representative literary texts from all genres to discuss the core principles of the course (listed in the indicative course outline below) using sections from the textbook as well as the selected literary texts.</p> <p>Fiction: at least one novel/novella or three short stories which demonstrate the literary conventions of the genre. Poetry: at least five poems (closed form and open form) which demonstrate the literary conventions of the genre. Drama: at least one play which demonstrates the literary conventions of the genre.</p> <p>Instructors may select readings from the following anthologies:</p> <p>Baym, Nina, ed. <i>The Norton Anthology of American Literature</i>, Volumes A, B, C and D. New York: Norton, latest edition.</p> <p>Greenblatt, Stephen, ed. <i>The Norton Anthology of English Literature</i>, Volumes A-F. New York: Norton, latest edition.</p> <p>RECOMMENDED READING: Andrew Bennett and Nicholas Royle. <i>Introduction to Literature, Criticism and Theory</i>. 4th ed. Prentice Hall, 2005.</p>								

	<p>Robert Eaglestone. <i>Doing English: A Guide for Literature Students</i>. Routledge, 2000.</p> <p>Toby Fulwiler and William A. Stephany. <i>English Studies: Reading, Writing, and Interpreting Texts</i>. McGraw, 2002.</p> <p>Martin Montgomery, et al, ed. <i>Ways of Reading: Advanced Reading Skills for Students of English Literature</i>. Routledge, 1992.</p> <p>Robert Scholes. <i>The Rise and Fall of English: Reconstructing English as a Discipline</i>. Yale UP, 1998.</p> <p>Tory Young. <i>Studying English Literature: A Practical Guide</i>. Cambridge UP, 2008.</p>
INDICATIVE MATERIAL: (e.g. audiovisual, digital material, etc.)	RECOMMENDED MATERIAL: Varies according to texts chosen.
COMMUNICATION REQUIREMENTS:	With the exception of the in-class examination, all written work must be word-processed on Word and adhere to MLA guidelines for manuscript format and documentation.
SOFTWARE REQUIREMENTS:	Word, Powerpoint, Blackboard
WWW RESOURCES:	<p>http://vos.ucsb.edu/</p> <p>http://andromeda.rutgers.edu/~jlynch/Lit/</p> <p>http://www.literaryhistory.com/index.htm</p> <p>http://wwnorton.com/nael/students.htm</p>
INDICATIVE CONTENT:	<p>EN 3305 is a course which develops students' skills through continuous discussion of disciplinary principles; therefore the process through which students acquire these skills is recursive in nature. The list of topics which follows is comprehensive but not exhaustive or prescriptive; it does not necessarily indicate the sequence in which topics will be covered nor does it suggest that all topics can be covered thoroughly or equally.</p> <p>English as a Discipline: Language, Culture, Literature</p> <ul style="list-style-type: none"> • Culture, Text, and Textual Context <ul style="list-style-type: none"> ○ Disciplinary debates and interdisciplinarity ○ Text and Context ○ The Literary Canon ○ Language and Literature: Social, Historical, Linguistic aspects ○ English Literature and Literature in English ○ American Literature and Multiculturalism: Social, Historical, Linguistic aspects • Components of the Literary Text <ul style="list-style-type: none"> ○ Authors and Authority <ul style="list-style-type: none"> ▪ Playwrights / Dramatists ▪ Poets ▪ Novelists / short-story writers ○ Literary Editors ○ Publishers <ul style="list-style-type: none"> ▪ Academic and Popular ▪ National and International ○ Modes of Publication <ul style="list-style-type: none"> ▪ Editions and Serialization ▪ Books and Periodicals ○ Readers, Reviewers, and Literary Critics ○ Publicity and Awards: Literature and the Media

Writing a Literary Analysis: the Process

- Prewriting; reading; annotating; researching; reviewing
 - Thesis Statement
 - Argumentation and Interpretation
 - Addressing the Scholarly Community
- Drafting; using primary and secondary material
- Revising; using conventions
 - Use of historical present
 - Referencing the primary text and other sources
 - Formatting and editing
- The Recursive Nature of Writing and Interpretation

Introduction to Research Methodology

- Types of sources
- Reference Material
- Encyclopedias and Dictionaries of Literature and literary periods
 - Dictionaries of Literary Terms
 - Other reference resources (bibliographies, handbooks, concordances, etc)
- Print Publications
 - Monographs
 - Anthologies and essay collections
 - Critical Series (Cambridge *Companion* series; *Writers and their Works*)
 - Scholarly Journals
 - Peer-reviewed publications
 - Reviews (*TLS*; *NYTBR*)
- Web resources and Popular resources
 - Academic / Educational Websites
 - Author Websites
 - Media Websites
 - Collecting sources: Print and electronic material
 - Noting validity and variety
 - Identifying critical approaches in sources
 - Selecting and Annotating sources
 - Preparing bibliographies (MLA Style)
 - Collected Bibliography
 - Selected Bibliography
 - Annotated Bibliography
 - Using Sources
 - Direct borrowing: Quotation
 - Indirect borrowing: Paraphrase and Summary
 - Style Manual and Reference guidelines: MLA
 - Avoiding Plagiarism
 - Legitimate uses of texts and proper citations
 - Inappropriate uses and frequent errors

Introduction to Major Critical Approaches and Debates

- Intrinsic Critical Approaches: Focus on Text
 - New Criticism
 - Structuralism
 - Post-Structuralism and Deconstruction
- Extrinsic Critical Approaches: Focus on Context
 - Psychoanalysis
 - Materialism
 - Feminism

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| | <ul style="list-style-type: none">○ Post-Colonialism○ New Historicism |
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