

DEREE COLLEGE SYLLABUS FOR:		US credits 3/0/3		
EN 3405 INTRODUCTION TO LITERARY STUDIES (Updated Fall 2022)		- UK LEVEL 5 UK CREDITS: 15		
PREREQUISITES:	WP 1010 Introduction to Academic Writing WP 1111 Integrated Academic Writing and Ethics WP 1212 Academic Writing and Research EN 2263 Understanding Literature			
CATALOG DESCRIPTION:	Introduction to the practical and theoretical foundations of English as a discipline, including research methods and practices, textual analysis in literature, writing a literary analysis, and critical theory.			
RATIONALE:	The course aims at acquainting students with literary and scholarly conventions related to terminology and genre discourse as well as further developing their close-reading skills. 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 the genre traits of various literary texts (fiction, drama, poetry); 2. Demonstrate ability to engage in research and select secondary material (both reference and critical sources); 3. Engage in close reading of literary texts; 4. Identify major literary theories as applied to particular texts; 5. Demonstrate ability to present orally a focused analysis of literary text(s).			
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; • Timely instructor feedback on formative and summative assignments; • Additional educational material posted on the Blackboard course template and 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 academic support services to encourage students' skill development in critical thinking and in expression; • Discussion of disciplinary research methods and tools to facilitate the completion of the research project. 			
ASSESSMENT:	<table border="1"> <tr> <td>First assessment: Research Project (2500-3000 words) analysis of work(s) developed through close reading; includes a Literature Review of selected secondary material (at least 6 critical sources).</td> <td>50%</td> </tr> </table>		First assessment: Research Project (2500-3000 words) analysis of work(s) developed through close reading; includes a Literature Review of selected secondary material (at least 6 critical sources).	50%
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	<table border="1"> <tr> <td data-bbox="636 100 1203 163"></td> <td data-bbox="1203 100 1382 163"></td> </tr> <tr> <td data-bbox="636 163 1203 338"> Second Assessment: Oral Presentation (6-8 minutes) Discussion of at least one literary text (use of PPT slides required) </td> <td data-bbox="1203 163 1382 338">10%</td> </tr> <tr> <td data-bbox="636 338 1203 541"> Final Assessment: Examination (1200-1400 words) Two essays (600-700 words each); or one explication (300-400 words) and one essay (900-1000 words). </td> <td data-bbox="1203 338 1382 541">40%</td> </tr> <tr> <td data-bbox="636 541 1203 716"> Active Engagement (formative) All in-class and out-of-class assignments (including participation in discussions and online activities) prepare students for the summative assessments. </td> <td data-bbox="1203 541 1382 716">0%</td> </tr> </table> <p>The Research Project tests learning outcomes 1 and 2. The Oral Presentation tests learning outcome 5. The Final Examination tests learning outcomes 3 and 4.</p> <p>Students are required to resit failed assessments in this module.</p>			Second Assessment: Oral Presentation (6-8 minutes) Discussion of at least one literary text (use of PPT slides required)	10%	Final Assessment: Examination (1200-1400 words) Two essays (600-700 words each); or one explication (300-400 words) and one essay (900-1000 words).	40%	Active Engagement (formative) All in-class and out-of-class assignments (including participation in discussions and online activities) prepare students for the summative assessments.	0%
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INDICATIVE READING:	REQUIRED READING: Kelly J Mays, <i>The Norton Introduction to Literature</i> (shorter 14 th edition) RECOMMENDED READING: Tison Pugh and Margaret E. Johnson. <i>Literary Studies: A Practical Guide</i> . Routledge, 2014. Andrew Bennett and Nicholas Royle. <i>Introduction to Literature, Criticism and Theory</i> . 4 th ed. Prentice Hall, 2005. Robert Eaglestone. <i>Doing English: A Guide for Literature Students</i> . Routledge, 2000. Toby Fulwiler and William A. Stephany. <i>English Studies: Reading, Writing, and Interpreting Texts</i> . McGraw, 2002. Martin Montgomery, et al, ed. <i>Ways of Reading: Advanced Reading Skills for Students of English Literature</i> . Routledge, 1992. Robert Scholes. <i>The Rise and Fall of English: Reconstructing English as a Discipline</i> . Yale UP, 1998. Tory Young. <i>Studying English Literature: A Practical Guide</i> . Cambridge UP, 2008.								
INDICATIVE MATERIAL: <i>(e.g. audiovisual, digital material, etc.)</i>	Supplementary material used to facilitate contextual understanding of the literary works (documentaries, films, online resources, etc.)								
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:	http://vos.ucsb.edu/ http://www.literaryhistory.com/index.htm								

<p>INDICATIVE CONTENT:</p>	<p>Instructors select representative literary texts from all genres to discuss the core principles of the course (listed in the indicative thematic outline below).</p> <p>Fiction: at least three short stories which demonstrate the literary conventions of the genre.</p> <p>Poetry: at least five poems (closed form and open form) which demonstrate the literary conventions of the genre.</p> <p>Drama: at least one play which demonstrates the literary conventions of the genre.</p> <p>Key literary texts discussed elsewhere in the curriculum of required literature courses should be avoided.</p> <p>The list of topics which follows is comprehensive but not exhaustive; the order does not necessarily indicate the sequence in which topics will be covered. The process through which students acquire these skills through continuous discussion of disciplinary principles is recursive in nature.</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 • 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 <p>Writing a Literary Analysis: The Process</p> <ul style="list-style-type: none"> • Prewriting; reading; annotating; researching; reviewing <ul style="list-style-type: none"> ○ Thesis Statement ○ Argumentation and Interpretation ○ Addressing the Scholarly Community • Drafting; using primary and secondary material • Revising; using conventions <ul style="list-style-type: none"> ○ Use of historical present ○ Referencing the primary text and other sources ○ Formatting and editing • The Recursive Nature of Writing and Interpretation <p>Writing the Literature Review</p> <ul style="list-style-type: none"> • Selection and grouping of sources • Focus and juxtaposition of critical views <p>Researching in the Discipline</p>
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Types of sources

- Reference Material
- Encyclopedias and Dictionaries of Literature and literary periods
 - Dictionaries of Literary Terms
 - Other reference resources (bibliographies, handbooks, concordances, etc.)
- Critical sources
 - Monographs
 - Edited volumes and essay collections
 - Critical Series (Cambridge *Companion* series; *Writers and their Works*)
 - Scholarly Journals: Peer-reviewed publications
- Web resources and Popular resources
 - Academic / Educational Websites
 - Author Websites
 - Media Websites

Collecting sources

- 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 Breaches of Academic Integrity

- Legitimate uses of texts and proper citations
- Inappropriate uses and frequent errors
- Inadvertent plagiarism

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 / Cultural Materialism
 - Gender Studies
 - Post-Colonialism
 - New Historicism
 - Queer studies
 - Ecocriticism